



Preview – Information



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

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

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

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

rob@supersimplesheets.com



Workbook Preview



Ontario – Arts Curriculum

Grade 8 – Drama

	Learning Experiences	Pages
B1.1	engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities	5-7, 10-14, 17-21, 24-27, 29-30
B1.2	demonstrate an understanding of the elements of drama by selecting and manipulating multiple elements and conventions to create and achieve a variety of effects	31-34, 36-38, 41-44, 46-49, 50
B1	Preview of 15 activities from this unit that contains 21 activities in total.	
B1		
B2		
B2.2		
B2.3		
B3.1	analyse the influence of the media on a wide variety of drama forms and/or styles of live theatre	95, 98-109, 111-113
B3.2	identify and describe a wide variety of ways in which drama and theatre make or have made contributions to social, cultural, and economic life in a variety of times and places	116-125

Activity: Voices Against Cyberbullying

Objective What are we learning more about?

To understand the personal impact of cyberbullying through vocal expression and character perspective.

Materials What do we need for our activity?

- ✓ Scripts or short stories about cyberbullying
- ✓ Pen and paper for character development
- ✓ Recording device (optional)



Instructions How do we complete the activity?

- 1) **Introduction:** Organize the class into groups of 4-6 students each. Explain the objective of the activity and the importance of using vocal expressions to convey different character perspectives.
- 2) **Preparation:** Provide students with various scripts about cyberbullying and facilitate collaborative scriptwriting sessions where they develop characters for themselves. Each student will assume a specific character role in the script.
- 3) **Rehearsal:** Give students time to rehearse their scripts and vocal expression. Encourage them to experiment with tone, volume, and inflection to convey emotions such as anger, fear, sadness, or confusion.
- 4) **Performance:** Students perform their scripts in front of the class or in small groups. If possible, record the performances for later review.
- 5) **Reflection Writing:** After the performances, students should reflect individually or in small groups on the questions provided.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Use of Tone	Appropriate tone to reflect the emotions and attitudes of the character.
Inflection	Pitch and emphasis to emphasize key emotions or moments in the scene.
Pace	Adjusted speed of speech to match the character's emotions and the scene's mood.
Volume	Controlled volume to express intensity of emotions without overpowering the scene.
Consistency	Maintain consistent emotional expression throughout the performance to enhance believability and emotional depth.

Planning

Answer the questions below.

1) What emotions is your character experiencing in the cyberbullying scenario?

2) What does your character feel about the other characters involved in the cyberbullying situation?

3) How will you use tone of voice to show your character's feelings during the cyberbullying incident?

4) What do you want the audience to understand about your character's perspective on cyberbullying after watching your performance?

Scenes

Write scripts based on the following scenes

A student deletes hurtful comments about their appearance on a social media post.

Friend group becomes hostile when one member starts targeting another with mean messages.

Classmates accidentally start a rumor mocking a specific student, unaware of the hurtful impact.

Personal photos are leaked or shared without consent, causing embarrassment and distress.

False rumors about a student's behavior spread on social media, affecting their reputation.

Messages containing threats are sent privately, causing fear and discomfort.

A poll or survey is created to publicly rank classmates based on personal attributes, causing embarrassment and division.

A group of friends excludes another friend from an online project, causing tension and hurt feelings.

During a multiplayer game, a player faces harassment or name-calling from others in the game community.

Someone creates a fake profile pretending to be a student, posting hurtful comments or inappropriate content.

Reflection

Answer the questions below.

1) How did you express the emotions your character was feeling in your performance?

2) What was challenging about using your voice to show how your character felt about cyberbullying?

3) Observing other groups' performances, how did characters' perspectives on cyberbullying differ from yours?

4) How did this activity help you understand the emotional impact of cyberbullying from different perspectives?

DRAFT

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Use of Tone	Tone does not convey character emotions.	Tone is unclear at times in conveying emotions.	Tone mostly conveys character emotions effectively.	Tone consistently conveys character emotions effectively.
Inflection	Limited variation in pitch and emphasis.	Limited variation in pitch and emphasis.	Some variation in pitch and emphasis.	Effective variation in pitch and emphasis to highlight emotions.
Pace	Inconsistent pace, disrupts flow of scene.	Sometimes matches character emotions.	Mostly appropriate pace matching character emotions.	Consistently appropriate pace matching character emotions.
Volume	Volume does not effectively convey emotions.	Occasionally too loud or soft.	Mostly controls volume effectively for emotional impact.	Consistently controls volume effectively for emotional impact.
Consistency	Demonstrates inconsistent use of vocal expressions.	Shows inconsistency using vocal expressions.	Demonstrates consistent use of vocal expressions.	Demonstrates consistent use of vocal expressions throughout.

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Activity: Climate Debate

Objective What are we learning more about?

To explore and diverse perspectives on climate change by assuming the role of different stakeholders in a debate, emphasizing staying in character to deepen understanding.

Materials What do we need for our activity?

- ✓ Role cards or descriptions for different stakeholders (e.g., scientists, activists, industrialists, policymakers, etc.)
- ✓ Name tags
- ✓ Research materials (books, articles, videos, etc.)
- ✓ Timer
- ✓ Pens and paper



Instructions How do we complete the activity?

- 1) Explain the objective of the activity, focusing on understanding various viewpoints on climate change and the importance of staying in character during the debate.
- 2) Divide the class into small groups. Assign students to different stakeholder roles. Provide them with role cards or descriptions of each character's background, interests, and viewpoints.
- 3) Allow students time to research their roles and gather relevant information to support their character's perspective. Encourage students to ask questions and prepare arguments that their character would use in the debate.
- 4) Arrange the classroom in a way that facilitates a debate. Give each group a speaking turn to ensure everyone has a chance to contribute.
- 5) Start the debate, reminding students to stay in character and use their research to support their arguments. Moderate the debate, ensuring respectful and constructive dialogue.
- 6) After the debate session, have students reflect on the experience and insights gained.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Staying in Character	Remain in your assigned role throughout the debate, using language and viewpoints consistent with your character.
Use of Evidence	Incorporate accurate information and data to support your character's arguments and perspectives.
Vocal Expression and Body Language	Use tone, inflection, and body language to convincingly portray your character's emotions and stance.
Respectful Interaction	Engage with other characters respectfully, listening and responding thoughtfully to their viewpoints.
Clear and Persuasive Arguments	Present your character's arguments clearly and persuasively, supporting your perspective on climate change.

Planning

Answer the questions below.

1) What is your character's main perspective on climate change?

2) What key facts or data support your character's perspective on climate change?

3) What body language or gestures will help you stay in character during the debate?

4) How will you respond to characters with opposing viewpoints during the debate?

Role Cards

Express the perspectives of the stakeholders below in your debate.

Group 1 Role Cards

Role	Description
Scientist	You share scientific facts and research about how climate change affects the environment. Emphasize the need for action based on science.
Environmental Activist	You advocate for strong and immediate actions to fight climate change. Focus on protecting the Earth and future generations.
Industrialist	You represent big companies. Talk about how climate change affects business and how to balance jobs with protecting the environment.
Government Official	You represent government policies. Discuss how to create fair climate rules that help the environment and the economy.
Local Community Member	You represent people who live in areas affected by climate change. Share concerns about health, jobs, and daily life.

Group 2 Role Cards

Role	Description
Renewable Energy Expert	You support using energy from wind and solar. Explain how these can help reduce greenhouse gas emissions and fight climate change.
Climate Change Skeptic	You question how much human activity is causing climate change. Ask for more proof and discuss the possible downsides of new rules.
Small Business Owner	You represent small businesses. Talk about the challenges they face with new climate rules and finding practical ways to adapt.
Public Health Advocate	You focus on how climate change affects people's health. Explain issues like breathing problems and heat-related illnesses.
Youth Activist	You speak for young people. Demand action to protect your future and stress the moral duty to address climate change now.

Role cards

Express the perspectives of the stakeholders below in your debate

Group 3 Role Cards

Role	Description
Economist	You study how climate change affects the economy. Talk about creating green jobs and sustainable growth.
Indigenous Community Rep	You represent Indigenous groups. Share how climate change affects your land and culture and the importance of traditional knowledge.
Urban Planner	You design cities. Discuss how to make cities greener with things like public transport and parks.
Media Representative	You report on climate change. Explain the role of news in shaping public opinion and awareness.
Fossil Fuel Industry Rep	You represent oil and gas companies. Discuss the challenges of moving to renewable energy and the importance of fossil fuels.

Group 4 Role Cards

Role	Description
Agricultural Scientist	You study how climate change affects crops. Talk about how weather changes impact farming.
Technology Innovator	You create new technologies, such as solar panels and electric cars to help fight climate change.
Environmental Lawyer	You work with laws about the environment and enforce rules to protect the Earth.
Climate Refugee	You represent people who have to move because of climate change. Talk about the human impact and need for help.
Tourism Industry Rep	You represent travel businesses. Discuss how climate change affects tourism and the potential for eco-friendly travel.

Role cards

Express the perspectives of the stakeholders below in your debate

Group 5 Role Cards	
Role	Description
Marine Biologist	You study ocean life. Talk about how climate change affects the health of marine animals.
Renewable Energy Investor	You invest in green energy projects. Explain the financial benefits of these investments.
Climate Policy Analyst	You study government rules. Talk about which policies work best to address climate change.
Human Rights Advocate	You help people with rights. Explain how climate change affects things like housing and equality.
Journalist	You report the news. Talk about the importance of sharing accurate information about climate change.

Group 6 Role Cards	
Role	Description
Construction Industry Rep	You work in building. Talk about making buildings greener and more sustainable.
Economist	You study the economy. Discuss the costs and benefits of different climate actions.
Water Resource Manager	You manage water supplies. Explain how climate change affects water availability and quality.
International Diplomat	You work with other countries. Talk about the need for global cooperation on climate change.
Youth Climate Activist	You are a young advocate for the environment. Stress the urgency and moral responsibility to act on climate change.

Reflection Journal

Write a journal reflecting on the performances

Write a journal entry from your character's viewpoint, reflecting on the environmental and ethical dimensions of climate change.

PREVAILEZ

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Staying in Character	Rarely stays in character	Occasionally stays in character	Mostly stays in character	Consistently stays in character
Use of Research and Facts	Does not use research or facts	Uses some facts but lacks depth	Uses relevant facts with some detail	Uses detailed and accurate facts consistently
Vocal Expression and Body Language	Little or no vocal expression or body language	Some vocal expression and body language	Good vocal expression and body language	Excellent vocal expression and body language
Respectful Interaction	Rarely respectful in interactions	Occasionally respectful in interactions	Mostly respectful in interactions	Always respectful in interactions
Clear and Persuasive Arguments	Arguments are unclear and unconvincing	Arguments are somewhat clear and convincing	Arguments are clear and convincing	Arguments are clear, convincing, and well-presented

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

Activity: Immigrant Voices

Objective What are we learning more about?

To understand the experiences, motivations, and challenges faced by immigrants and refugees through the stories of characters from various immigration backgrounds.

Materials What do we need for our activity?

- ✓ Character cards with brief backgrounds (e.g., names, countries of origin, reasons for immigrating, challenges)
- ✓ Chairs arranged in a circle
- ✓ Pens and paper for notes
- ✓ Timer or stopwatch



Instructions How do we complete this activity?

1. **Introduction:** Explain the objective of the activity, emphasizing the importance of empathy and understanding different perspectives on immigration.
2. **Character Assignment:** Distribute character cards to students, providing details about their assigned immigrant character.
3. **Preparation:** Allow students a few minutes to read through their character cards and think about their character's story, motivations, and challenges. Encourage students to jot down key points they want to highlight in the "hot seat."
4. **Hot Seat Activity:** Arrange the chairs in a circle with one chair left empty in the center. Set a fixed time for each student in the "hot seat" to share their character's story, motivations, and challenges. The rest of the class listens carefully and asks questions to the character in the hot seat.
5. **Reflection:** After all students have had a turn in the "hot seat," gather the class for a reflection session. Encourage students to discuss their experiences and insights gained from the activity.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Staying in Character	Remain in your assigned role throughout the activity, using language and viewpoints consistent with your character.
Share Your Story	Clearly present your character's story, including their background, motivations, and challenges.
Active Listening	Listen carefully to others in the hot seat, showing respect and attention to their stories.
Engaging in Questions	Ask thoughtful and relevant questions that help explore the character's experiences and perspectives.
Use of Vocal Expression and Body Language	Use vocal expression and body language to convey your character's emotions and experiences.

Planning

Answer the questions.

1) What is your character's background, where they came from, and why did they immigrate?

2) What challenges has your character faced during their immigration?

3) How would your character answer the questions other students ask?

Roles

Cut out the scene below and put them in a hat.

Character	Country of Birth	Background
Maria	Spain	Immigrated for better job opportunities. Faces language barriers and homesickness.
Ahmed	Syria	Refugee fleeing war. Struggles with trauma and adapting to a new culture.
Liu	China	Came for higher education. Deals with academic pressure and cultural differences.
Priya	India	Moved for family. Finds it challenging to balance traditional values with modern society.
Carlos	Venezuela	Escaped economic crisis. Works multiple jobs to support family back home.
Amina	Somalia	Fled due to political instability. Navigates complex immigration process and discrimination.
Alexei	Russia	Came for political freedom. Adjusts to new political and social environment.
Hana	Japan	Moved for a job transfer. Struggles with making new friends and adjusting to a different lifestyle.
José	Brazil	Came for sports scholarship. Manages expectations and cultural adaptation.
Fatima	Afghanistan	Refugee seeking safety. Deals with loss and rebuilding life from scratch.

Roles

Cut out the scene below and put them in a hat.

Character	Country of Birth	Background
Olga	Ukraine	Immigrated due to conflict. Adapts to new education system and social norms.
Rashid	Syria	Fled conflict. Struggles with language learning and finding a community.
Sofia	Italy	Moved for family business. Adjusts to different work ethics and practices.
Miguel	Philippines	Joined relatives. Navigates new school system and peer relationships.
Nadia	Iran	Seeked freedom. Faces cultural misunderstandings and prejudice.
Luis	Colombia	Escaped violence. Struggles with safety concerns in a peaceful society.
Zainab	Nigeria	Moved for education opportunities. Balances family expectations with personal goals.
Viktor	Poland	Came for better health. Deals with health challenges and isolation.
Leila	Morocco	Immigrated for marriage. Adapts to a new family structure and cultural norms.
Ivan	Kazakhstan	Moved for a tech job. Navigates workplace dynamics and career growth in a new environment.

Roles

Cut out the scene below and put them in a hat

Character	Country of Birth	Background
Sara	India	Came for graduate studies. Balances academic workload and social life in a new culture.
Arjun	India	Immigrated for business opportunities. Faces economic challenges and business negotiations.
Isabella	Spain	Moved for an art career. Adjusts to new artistic environment and opportunities.
Mustafa	Turkey	Seeking political asylum. Navigates legal process and integration into society.
Yara	Lebanon	Fled a political conflict. Deals with uncertainty and rebuilding community ties.
Elias	Greece	Moved for family reunification. Adapts to new family dynamics and cultural setting.
Mei	Taiwan	Came for scientific research. Faces gender bias and career advancement challenges.
Rami	Jordan	Immigrated for sports training. Balances athletic commitments with cultural adaptation.
Anna	Germany	Moved for environmental activism. Faces cultural pushback and advocacy challenges.
Samir	Iraq	Fled conflict. Struggles with safety, stability, and finding a supportive community.

Reflection

Answer the questions below

1) How did being in the "hot seat" help you understand your character's experiences and emotions?

2) Describe how this activity helped you understand how to stay in character while performing drama.

3) How has this activity changed your perspective on drama?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Staying in Character	Rarely stays in character	Sometimes stays in character	Mostly stays in character	Consistently stays in character
Sharing Character Story	Story is rarely clear	Story is somewhat clear but lacks detail	Story is mostly clear and detailed	Story is very clear and detailed
Active Listening	Rarely listens and shows attention	Sometimes listens and shows attention	Mostly listens and shows attention	Always listens and shows full attention
Engaging in Questioning	Rarely asks relevant questions	Sometimes asks relevant questions	Asks mostly relevant questions	Always asks thoughtful and relevant questions
Use of Vocal Expression and Body Language	Little to no expression or body language	Some use of expression and body language	Most use of expression and body language	Excellent use of expression and body language

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

Activity: Improv Conflict Chronicles

Objective

What are we learning more about?

To explore different perspectives and solutions to common community conflicts through improvisation, enhancing students' understanding of conflict resolution and empathy.

Materials

What do we need for our activity?

- ✓ Slips of paper with community conflict prompts
- ✓ A hat or container to draw prompts from
- ✓ A space for students to perform (e.g., a circle in the classroom)
- ✓ Paper and pens for reflection



Instructions

How do we complete the activity?

- 1) **Preparation:** Write down various community conflict prompts on slips of paper and place them in a hat or container for students to draw from.
- 2) **Introduction:** Explain the objective of the activity and the importance of empathy and active listening in conflict resolution.
- 3) **Activity:** Divide the class into pairs, and each pair takes turns drawing a scenario from the hat/container. Give the pairs a few minutes to discuss their roles and come up with a basic plan. Then, the pairs act out or improvise the scene in front of the class. Encourage the rest of the class to observe carefully and think about the different perspectives presented.
- 4) **Reflection:** After all pairs have performed, hold a class discussion using the reflection questions provided.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Staying in Character	Remain in your assigned role throughout the performance, using language and actions consistent with your character.
Collaboration	Work together with your partner to develop a clear and coherent story for the scene.
Use of Vocal Expression and Body Language	Use appropriate vocal expressions and body language to convey your character's emotions and perspectives.
Engagement with Audience	Act with confidence and engage the audience and your partner to make the scene dynamic and interesting.
Understanding Different Perspectives	Develop a clear understanding of both sides of the conflict, showing empathy and insight into each character's viewpoint.

Planning

Answer the questions below.

1) What is your character's main conflict or goal in the scene?

2) What are some key points or moments you will use in your improvisation?

3) What specific actions or gestures can you use to make your performance convincing?

Slips

Act out the community conflict prompts below using improv.

One neighbor is upset about loud music, while the other defends their right to play music.

Two people argue over who gets to use a specific spot in the park.

A resident complains to the neighbor about their barking dog.

Two neighbors argue over a spot they both want to use.

Two shop owners disagree about how much space each can use on the shared sidewalk.

A community member confronts another person entering in a public area.

Two families argue about who should get a particular community garden plot.

A resident is upset with a developer about a new construction project.

Two locals argue over who can use the local sports field on a given time.

Two neighbors argue about the type and placement of holiday decorations.

Slips

Act out the community conflict prompts below using improv

Two neighbors dispute over where their property boundary lies.

A business confronts a street performer about performing outside their store.

Two community members argue over the noise levels at a community event.

A cyclist and a pedestrian argue about using a shared pathway.

Two residents argue about the placement of a new community recycling bin.

A parent confronts another about the level of play in the playground their kids use.

Two neighbors argue about who is responsible for cleaning a shared alleyway.

Two residents disagree about the timing of street cleaning on their street.

A resident confronts their neighbor about setting off fireworks.

Two community members argue over how community center resources should be allocated.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Staying in Character	Rarely stays in character	Sometimes stays in character	Mostly stays in character	Consistently stays in character
Collaborative Planning	Some collaboration and planning	Some collaboration and planning	Good collaboration and planning	Excellent collaboration and planning
Vocal Expression and Body Language	Shows little understanding of different perspectives	Shows some understanding of different perspectives	Good use of expression and body language	Excellent use of expression and body language
Engagement with Audience	Rarely engages with audience	Sometimes engages with audience	Mostly engages with audience	Consistently engages with audience
Understanding Different Perspectives	Shows little understanding of different perspectives	Shows some understanding of different perspectives	Good understanding of different perspectives	Shows excellent understanding of different perspectives

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

Activity: Tech Impact Skit

Objective

What are we learning more about?

To explore the impact of modern technology on daily life by creating a skit that uses tableaux, soundscapes, and narrative elements, using visual and auditory storytelling.

Materials

What do we need for our activity?

- ✓ Paper and pens for scriptwriting
- ✓ Props and costumes (optional)
- ✓ Audio recording device (optional)
- ✓ Speakers for playback (optional)
- ✓ Space for performance



Instructions

How do we do this activity?

- 1) **Introduction:** Explain the objective of the activity to the class and discuss the importance of integrating visual and auditory elements to enhance the storytelling impact.
- 2) **Group Formation:** Divide the class into small groups of 4-6 students.
- 3) **Planning and Brainstorming:** Each group brainstorms different ways modern technology impacts daily life (e.g., social media, online learning). Decide on a specific scenario or theme to develop.
- 4) **Scriptwriting and Role Assignment:** Write a short script that includes dialogue and directions for tableaux and soundscapes. Groups assign roles to themselves, including actors, soundscape creators, and a group director.
- 5) **Creating Tableaux and Soundscapes:** Plan and practice static tableaux (scenes) that visually represent key moments in the skit. Record or find background noises that match the scenes to create a soundscape.
- 6) **Rehearsal:** Rehearse the skit, ensuring that the tableaux, soundscapes, and narrative flow smoothly together. Incorporate feedback from group members to improve the performance.
- 7) **Performance:** Perform the skit in front of the class. Ensure that all visual and auditory elements are well-coordinated for maximum impact.
- 8) **Reflection:** After all groups have performed, hold a reflection session using the provided questions.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Theme Scenes	The skit has a clear and focused theme related to the impact of modern technology on daily life.
Effective Tableaux	Key scenes (tableaux) are used effectively to represent key moments in the skit.
Engaging Soundscape	Music, sound effects, and background noises are well-integrated to storytelling.
Coherent Narrative	The skit flows smoothly, with a clear beginning, middle, and end.
Team Collaboration	All team members contribute to the planning, creation, and performance of the skit.

Planning

Use the questions below.

1) Which aspect of modern technology are you focusing on?

2) How does this aspect of technology impact daily life?

3) Can you think of any positive and negative effects of this technology?

Planning

Answer the questions below

4) What story do you want to tell about the impact of this technology?

5) Which key moments from the story will you represent using tableaux?

6) What props or costumes will you use to make your tableaux more effective?

7) What sounds or background noises will enhance the story of your script?

8) How will you ensure that each element (tableaux, soundscapes, etc.) works together to create a cohesive performance?

Peer Assessment

Assess the performance of another student

Name Of Student/Group Being Assessed:		Assessor's Name:			
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent	
Clear Title and Scenario					
Effective Use of Tableau					
Engaging Soundscapes					
Coherent Narrative					
Team Collaboration					

Two Stars And A Wish

Identify two strengths (stars) and one weakness (wish) about your peers' performance.

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

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clear Theme and Focus	Theme is unclear or confused	Theme is somewhat clear	Theme is mostly clear	Theme is very clear and well-focused
Effective Use of Tableaux	Tableaux are not effective	Tableaux are sometimes effective	Tableaux are mostly effective	Tableaux are very effective and enhance the skit
Engaging Soundscapes	Soundscapes are not effective and distracting	Soundscapes are somewhat effective	Soundscapes are mostly effective	Soundscapes are very engaging and enhance the skit
Coherent Narrative	Narrative is unclear or disjointed	Narrative is somewhat clear	Narrative is mostly clear and coherent	Narrative is very clear and well-structured
Team Collaboration	Little collaboration or planning	Some collaboration and planning	Good collaboration and planning	Excellent collaboration and planning

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

Activity: Soundscape Time Travel

Objective

What are we learning more about?

Students will create and perform soundscapes to represent different historical settings using non-vocal sounds. They will analyze how these soundscapes influence their auditory perception of the historical context.

Materials

What do we need for our activity?

- ✓ A variety of objects to create non-vocal sounds (e.g., paper, sticks, etc.)
- ✓ Optional: Simple musical instruments (e.g., tambourines, maracas, etc.)
- ✓ Paper and pens/pencils for planning



Instructions

How do we complete this activity?

- 1) **Introduction:** Discuss the concept of a soundscape and its importance in creating an immersive historical setting.
- 2) **Grouping:** Divide the class into small groups and provide them with a list of different historical periods as well as the descriptions of the settings.
- 3) **Planning:** Each group selects a historical setting and lists sounds associated with their chosen setting (e.g., horses galloping, blacksmith hammering for a medieval village; machinery clanking, steam whistles for an industrial factory). Remind groups to assign roles within the group to create vocal and non-vocal sounds.
- 4) **Rehearsal:** Groups practice creating their soundscapes using different objects and vocal techniques to achieve the desired effect. Encourage students to think about the rhythm, volume, and layering of sounds to create a dynamic soundscape.
- 5) **Performance:** Each group performs their soundscape for the class while the class listens with their eyes closed to focus on the auditory experience.
- 6) **Class Discussion:** After each performance, discuss as a class how the soundscape influenced their perception of the historical setting.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Accuracy	Ensure the sounds accurately represent the chosen historical setting (e.g., medieval village, factory).
Resourcefulness	Use a variety of materials and vocal techniques creatively to produce unique and authentic sounds.
Cohesion and Coordination	Work together to synchronize and layer sounds effectively, creating a cohesive and immersive soundscape.
Emotional and Atmospheric Impact	Choose a range of sounds to convey the appropriate emotional atmosphere of the historical setting.
Audience Engagement	Perform in a way that captures the audience's attention and helps them visualize the historical context.

Tips

Use the tips below for creating a soundscape.

Tips	Description
Creative Use of Materials	Suggest experimenting with new objects and materials to find unique sounds that fit the historical setting.
Layering Sounds	Layer sounds by having students add their sounds one by one to build a rich and textured soundscape.
Practice Timing and Coordination	Emphasize the importance of timing and coordination to ensure the sounds are synchronized and flow together.
Use Vocal Variety	Suggest using a variety of vocal techniques, such as humming, whispering, and shouting, to add depth and emotion.
Audience Engagement	Perform in a way that captures the audience's attention and helps them visualize the historical context.
Focus on Emotion and Atmosphere	Encourage students to think about the emotions and atmosphere they want to convey and choose sounds that reflect these.
Active Listening	Encourage students to listen carefully to each other's sounds to ensure their contributions blend harmoniously.

Planning

Answer the questions below

1) What are some of the key sounds associated with the historical period you selected?

2) What everyday items can you use to make these sounds? How?

3) What can you do to coordinate the timing of your sounds so they are synchronized?

4) What can you do to help the audience visualize the history through your soundscape?

Settings

Create soundscapes that represent these historical periods

Historical Period	Description for Soundscapes
Medieval Market	Sounds of blacksmith hammering, horses trotting, church bells, market chatter, livestock noises, wind through trees, and distant lute music.
Industrial Revolution	Heavy machinery clanking, steam hissing, workers' voices, factory whistles, metallic echoes, repetitive thuds, and the hum of power.
Ancient Roman City	Hoofbeats on cobblestones, street vendors, public speeches, gladiator noise, fountains, gladiators' combat, and distant trumpet calls.
Victorian London	Horse-drawn carriages, gas lamps hissing, street vendors, children playing, newspaper boys shouting, and clock towers.
Native American Village	Sounds of drumming, flutes, bowing, birdsong, footsteps on dirt paths, fire crackling, and animal calls.
Renaissance Court	Lute and harpsichord music, courtly chatter, footsteps on marble floors, jester antics, clinking goblets, and gentle applause.
World War II Battlefield	Explosions, gunfire, soldiers' shouts, aircraft overhead, distant sirens, radio static, and the sound of marching boots.
Ancient Egyptian Market	Camel braying, vendors haggling, pottery clatters, flute music, river sounds, scribes writing, and the sound of desert winds.
Wild West Town	Horse galloping, saloon piano music, gunfire, cowboys howling, cattle mooing, train whistles, and cowboy boots on wooden boardwalks.
1960s Civil Rights March	Chanting crowds, footsteps, speeches over loudspeakers, police sirens, gospel singing, handheld drums, and the sounds of cameras clicking and rolling.

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Accuracy	Sounds do not match the historical setting.	Some sounds match the historical setting.	Most sounds accurately match the setting.	All sounds accurately represent the historical setting.
Creativity and Resourcefulness	Limited creativity, few materials used.	Some creativity, limited materials used.	Good creativity, a variety of materials used.	Highly creative, a wide variety of materials used.
Cohesion and Coordination	Sounds are not synchronized, no coordination.	Some synchronization, some coordination.	Mostly synchronized, mostly cohesive sounds.	Fully synchronized, all sounds are cohesive.
Emotional and Atmospheric Impact	Lacks emotion or atmosphere.	Some emotion or atmosphere.	Good emotion and atmosphere conveyed.	Strong emotional and atmospheric impact.
Audience Engagement	Audience is not engaged.	Some audience engagement, some interest.	Good audience engagement, audience mostly interested.	High engagement, audience fully captivated.

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

Activity: Gibberish Act

Objective What are we learning more about?

To understand the importance of non-verbal communication and vocal variety by using body language to convey meaning in a conversation conducted in gibberish.

Materials What do we need for our activity?

- ✓ Open space for performance
- ✓ Timer or stopwatch
- ✓ Notebook and pen for scenarios
- ✓ A list of simple scenarios (meeting, asking for directions, shopping, etc.)



Instructions How do we complete the activity?

- 1) **Introduction:** Begin with a brief discussion about the importance of non-verbal communication and how it can be used to convey emotion and meaning without words.
- 2) **Scenario Preparation:** Write different scenarios on cards. Divide the students into pairs. If there is an odd number of students, one student can be a trio.
- 3) **Gibberish Conversations:** Explain that students will perform a conversation in gibberish, focusing on using their tone, pitch, and body language to convey meaning.
 - Choose the first pair and let them pick a scenario from the list.
 - Set a timer for 3 minutes and let the pair perform their conversation in front of the class.
 - After 3 minutes, rotate to the next pair and provide a new scenario. Repeat this process until all pairs have performed.
- 4) **Reflection:** After all pairs have performed, gather the students in a circle to discuss their experiences.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Expressive Tone and Pitch	Use a variety of tones and pitches to clearly convey different emotions and intentions throughout the gibberish conversation.
Engaging Body Language	Use dynamic and appropriate body language, gestures, and facial expressions to convey the meaning of the gibberish and enhance communication.
Scenario Relevance	Ensure that the non-verbal cues and the gibberish dialogue match the given scenario, making the situation understandable with real words.
Active Listening and Response	Show active engagement with the partner by responding appropriately to their cues, demonstrating an understanding of the conversation flow.
Audience Engagement	Maintain eye contact with the audience and ensure the performance is clear and entertaining for the viewers, making them understand the scenario.

Reflection Journal

Write a reflection journal answering the question below.

Describe a moment during the gibberish conversation when you clearly understood your partner's message without real words. What non-verbal cues (tone, pitch, language) helped you understand? How did this change your view of communication?

PREVAILEZ

Activity: Mimic Madness Circle

Objective What are we learning more about?

To develop quick thinking, creativity, and improvisation skills through a fun miming game.

Materials What do we need for our activity?

- ✓ Open space for a circle
- ✓ Optional: list of actions for inspiration



Instructions How do we complete the activity?

- 1) **Form a Circle:** Have all the students stand in a circle.
- 2) **Explain the Game:** Explain the rules of the game.
 - One student starts by miming an action (e.g., brushing teeth).
 - Another student in the circle asks, "What are you doing?"
 - The first student responds with a completely different action (e.g., "I'm riding a bicycle").
 - The second student then mimes the new action (riding a bicycle).
 - The next student asks the second student, "What are you doing?" and the game continues.
- 3) **Start the Game:** Choose a student to begin the miming in the circle.
- 4) **Encourage Creativity:** Remind students to be creative and think of unexpected actions.
- 5) **Rotate Starting Point:** After a few rounds, start the game from different points in the circle to give everyone a chance to begin the miming.
- 6) **Reflection:** After the game, gather the students and discuss their experiences.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Quick Response	Respond promptly when asked, "What are you doing?" with a new, creative action.
Clear Miming	Perform actions clearly and distinctly so others can easily understand what you are doing.
Creativity	Think of unique and varied actions that differ from the original actions.
Participation	Actively participate in the activity by responding to "What are you doing?" and miming the new actions throughout the activity.
Engagement and Focus	Stay engaged and focused, paying attention to the actions and responses of others in the circle.

Examples

Optional actions to get your students thinking

Riding a bicycle	Throwing a ball
Brushing your teeth	Eating spaghetti
Typing on a computer	Playing a guitar
Painting a picture	Fishing
Switching a light	Walking a dog
Jumping rope	Flying a kite
Reading a book	Building a sandcastle
Driving a car	Climbing a ladder
Watering plants	Baking a cake
Taking a selfie	Playing basketball
Dancing	Applying makeup
Playing the piano	Taking a shower
Tying your shoes	Playing video games
Watching TV	Folding clothes
Washing your hands	Riding a roller coaster

Reflection

Answer the questions below.

1) What strategies did you use to quickly come up with the different actions to mime?

2) Did you find it challenging to perform an action different from what you were miming? Explain your answer.

3) How did this activity help you understand the importance of physicality in drama?

Activity: Script Shapers

Objective What are we learning more about?

Students will analyze a script that presents an ethical dilemma, collaborate to direct the progression of the drama through group discussion and decisions, and use a talking stick to facilitate conflict resolution and script improvement.

Materials What do we need for our activity?

- ✓ A short script presenting an ethical dilemma
- ✓ Copies of the script for each group
- ✓ A talking stick or object to use as a focus
- ✓ Paper and pens for notes



Instructions How do we complete this activity?

- 1) **Introduction:** Explain the concept of ethical dilemmas and their importance in drama. Introduce the script and provide some background information on the story and characters.
- 2) **Group formation:** Divide students into small groups and distribute copies of a script that present ethical dilemma to each group.
- 3) **Group Analysis:** Groups will discuss the ethical dilemma presented in the script. Consider questions like: What is the dilemma? What are the possible solutions? What are the consequences of each solution?
- 4) **Planning and Shaping the Drama:** each group discusses how they would like to shape the direction of the drama. Encourage students to share their viewpoints and negotiate to reach a consensus on how to proceed. Write down their proposed changes and improvements.
- 5) **Rehearsal and Production:** Students rehearse their comments and decisions on their delivery and the use of props and visuals. If possible, record their performances for later viewing.
- 6) **Presentation and Discussion:** Each group will choose one student to present their modified script. Using the talking stick, the student will present their revised version of the script and explain their groups' decisions. Discuss how conflicts were resolved and what improvements were made to the script.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Active Participation	Engage in group discussions and contribute ideas during script analysis and revision.
Use of Talking Stick	Use of the talking stick to ensure everyone has a chance to speak and be heard.
Ethical Analysis	Identify and clearly explain the ethical dilemma presented in the script.
Collaborative Decision-Making	Work with group members to reach a consensus on script changes and direction.
Justification of Changes	Provide clear and thoughtful explanations for the modifications made to the script.

Planning

Answer the questions below

1) What is the main ethical dilemma presented in the script?

2) What are the possible solutions to the ethical dilemma?

3) What changes or improvements can be made to the script?

4) How can we clearly communicate the reasons behind our decisions to the audience?

Script

Discuss the ethical dilemma in the script below and modify it.

Script: "The Secret and the Scholarship"

- **Alex:** A bright student who is applying for the scholarship.
- **Jordan:** Alex's friend who is also applying for the scholarship.
- **Sam:** A classmate who knows Alex's secret.
- **Taylor:** The teacher who oversees the scholarship application process.
- **Casey:** Another student, indifferent to the scholarship.
- **Morgan:** A guidance counselor.

Act 1: (The classroom. Taylor is at the front, addressing the students.)

Taylor: Attention, everyone! Excuse my interruption. The prestigious Future Leaders Scholarship is now open for applications. This scholarship is a full ride to the college of your choice. It's a great opportunity. I encourage you all to apply.

Alex: (whispers to Jordan) This is it, Jordan. This scholarship could change everything for me.

Jordan: I know, Alex. We've both worked hard for this.

Casey: (sarcastically) May the best person win.

Act 2: (The hallway. Alex and Sam are talking near the lockers.)

Sam: Hey, Alex. I overheard something interesting. Jordan and Morgan's help you've been getting from Morgan. Isn't that against the school rules?

Alex: What are you talking about, Sam?

Sam: Don't play dumb, Alex. I know Morgan has been giving you tutoring sessions outside school hours. It's not fair to the rest of us.

Alex: It's just tutoring. I'm not cheating.

Sam: (smirking) Well, if Jordan or Taylor found out, it might not look that way.

What do you think they would do?

Script

Discuss the ethical dilemma in the script below and modify it.

Act 3: (Alex's home. Alex and Jordan are discussing the situation.)**Jordan:** Alex, have you been getting extra help from Morgan?**Alex:** Not really, just asking for help. I didn't think it was against the rules.**Jordan:** Alex, I've heard that Morgan has a rule. No extra help outside school. This could disqualify you from the scholarship.**Alex:** I didn't know that. What should I do? If I tell the truth, I might lose the scholarship. But if I keep lying, I'm not being honest to everyone, including you.**Act 4: (The school council office. Alex and Morgan are talking.)****Morgan:** Alex, I've heard about the situation. I need to decide what to do. Honesty is important, but so is your scholarship. This scholarship means a lot to you.**Alex:** I know, Morgan. But if I come clean, I could lose everything I've worked for.**Morgan:** Think about what kind of person you want to be. Sometimes doing the right thing is hard, but it's worth it.**Act 5: (The classroom. Taylor is about to announce the scholarship winner. Alex stands up.)****Alex:** Taylor, before you announce the winner, I have something to say. I've been receiving extra help from Morgan, and I didn't realize it was against the rules. I wanted to be honest about it.**Taylor:** Thank you for your honesty, Alex. We'll take this into consideration.

(The scene ends with the students discussing Alex's confession and the importance of integrity.)

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Active Participation	Rarely participates in group discussions.	Sometimes participates in group discussions.	Often participates in group discussions.	Consistently participates in group discussions.
Use of Talking Stick	Rarely respects the talking stick rules.	Sometimes respects the talking stick rules.	Mostly respects the talking stick rules.	Always respects the talking stick rules.
Ethical Analysis	Rarely identifies and articulates the ethical dilemma.	Sometimes identifies the ethical dilemma.	Mostly identifies and articulates the ethical dilemma.	Clearly identifies and articulates the ethical dilemma.
Collaborative Decision-Making	Rarely contributes to group decisions.	Sometimes contributes to group decisions.	Often contributes to group decisions.	Consistently contributes to group decisions.
Justification of Changes	Provides unclear or no explanations for script changes.	Provides explanations for script changes.	Provides clear explanations for script changes.	Provides detailed and thoughtful explanations for script changes.

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

Activity: Acting for Impact

Objective What are we learning more about?

Students will perform scripts addressing global issues such as water scarcity and human rights. The activity focuses on vocal expression and interpretation. The activity aims to communicate the issues effectively and spark meaningful discussion.

Materials What do we need for our activity?

- ✓ Pre-written scripts on global issues (teacher-provided or student-created)
- ✓ Simple props (e.g., water bottles)
- ✓ Costumes or accessories (e.g., hats, scarves)
- ✓ Props that include items like newspapers, charts, or symbolic objects
- ✓ Paper and pens/pencils for note-taking



Instructions How do we complete the activity?

1. Begin by explaining the role of drama in raising awareness about the importance of global issues. Explain the focus on vocal expression and interpretation to effectively convey the issues.
2. Divide students into small groups (4-5 students). Provide each group with a script addressing a different global issue.
3. Have each group read through their script together, discussing details. Assign roles within each group, ensuring that each student has a speaking part.
4. Groups practice their scripts, emphasizing vocal expression and interpretation. Encourage students to experiment with tone, volume, and pace to convey the emotions and urgency of the issues. Use simple props and costumes to add depth to the performance.
5. Each group performs their script for the class. After each performance, allow a few minutes for the audience to ask questions or provide feedback on the effectiveness of the communication.
6. Encourage students to reflect on what they learned and how the performances sparked discussions about the issues.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Vocal Expression	Use varied tone, volume, and pacing to effectively convey emotions and urgency of the global issue.
Clear Communication	Clearly understand and portray the message and themes of the issue.
Engagement and Creativity	Use props and costumes creatively to enhance the performance and message.
Team Coordination	Work together smoothly as a group, ensuring all members contribute to the performance.
Audience Engagement	Capture the audience's attention, making the issue clear and compelling.

Planning

Answer the questions below.

1) What are the key messages and themes in your issue?

2) How can you use your voice to show the emotions of the issue?

3) What can you do to make the issue clear and compelling for your audience?

Scenarios

Act out the given scenarios below

Group 1: Water Scarcity

Scenario	Character	Perspective
A village facing severe drought, struggling to find enough water for daily needs.	Community	Provides historical context about the severity of the water scarcity issue and its impact over time.
	Farmer	Struggles with the drought's impact on crops and livestock, worried about their livelihood.
	Woman	Desperately seeks clean water for her family, concerned for her children's health.
	Local Official	Discusses the direct impact of water scarcity, discussing challenges of daily life without enough water.
	Government Official	Talks about the policies and challenges in addressing water scarcity and the efforts being made.
	Activist	Advocates for better water management and conservation practices, urging the community to take action.

Group 2: Human Rights

Scenario	Character	Perspective
A community rallying against human rights violations, with individuals sharing their stories.	Community Leader	Provides context about the importance of human rights and the community's role in advocating for change.
	Journalist	Reports on recent human rights violations, highlighting stories of individuals affected.
	Activist	Fights for justice and equality, encouraging the community to take action.
	Victim	Shares a personal story of experiencing human rights abuses, expressing the need for change.
	Lawyer	Works to defend the rights of the victim, explaining legal actions being taken.
	Government Official	Discusses the efforts and challenges in protecting human rights, and the steps being taken.

Scenarios

Act out the given scenarios below

Group 3: Climate Change

Scenario	Character	Perspective
A town hall meeting discussing the impacts of climate change on the local community	Environmental expert	Introduces the urgency of climate change and its global impacts.
	Scientist	Explains the science behind climate change and its effects on the environment.
	Farmers	Talks about the negative effects of changing weather patterns on agriculture and food supply.
	Local Resident	Expresses concerns about the future and the need for sustainable practices.
	Activist	Advocates for climate action and sustainability, motivating others to join the cause.
	Government Official	Discusses policies and measures being implemented to combat climate change, and the role of the community.

Group 4: Poverty and Inequality

Scenario	Character	Perspective
A community forum addressing the issue of poverty and inequality, with various members sharing their experiences and views.	Community Organizer	Provides context about poverty and inequality, and the significance of addressing these issues.
	Single Parent	Shares struggles of managing household expenses on a limited income, highlighting the challenges and sacrifices.
	Teenager	Describes the impact of poverty on education and future opportunities, and the desire for a better life.
	Social Worker	Talks about efforts to support families in need, and the obstacles faced in providing essential services.
	Community Leader	Discusses local initiatives aimed at reducing poverty and promoting equality.
	Business Owner	Explores the role of businesses in creating job opportunities and supporting community development.

Scenarios

Act out the given scenarios below.

Group 5: Access to Education

Scenario	Character	Perspective
A school assembly focusing on the importance of access to education for all children, with different stakeholders sharing their views.	Education Advocate	Provides context about the global issue of access to education and its importance.
	Teacher	Discusses challenges faced in providing quality education to all students, including resource limitations.
	Parent	Shares concerns about educational opportunities for their children and the impact on their future.
	NGO Representative	Highlights efforts to improve access to education, especially in underserved areas.
	School Principal	Emphasizes the importance of creating an inclusive learning environment for all.

Group 6: Health and Hygiene

Scenario	Character	Perspective
A community meeting discussing the challenges and importance of health and hygiene, with different stakeholders sharing their views.	Health Advocate	Provides context about the importance of health and hygiene issues and the role of the community.
	Doctor	Discusses the importance of proper hygiene on the community, especially regarding clean water and sanitation.
	Parent	Shares concerns about their children's health and the lack of hygiene facilities in the community.
	Teacher	Talks about the importance of teaching children about health and hygiene practices.
	NGO Worker	Explains efforts to improve health and hygiene in underserved areas, focusing on recent projects and initiatives.
	Local Business Owner	Discusses the role of businesses in promoting health and hygiene in the community.

Reflection

Answer the questions below.

1) Which vocal techniques did you find most effective in communicating the global issue? Why?

2) How did your group collaborate to read and present the script effectively?

3) What was the most challenging part of interpreting the script? How did you address it?

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Vocal Expression	Voice is not clear and expressive.	Some variation in tone and volume.	Good use of tone and volume to convey emotion.	Excellent use of voice, very expressive and clear.
Clear Interpretation	Little to no understanding of the message and themes.	Some understanding of the message and themes.	Good understanding and portrayal of the message.	Clear and strong understanding of the message and themes.
Engagement with Props and Costumes	Props and costumes are rarely used.	Some use of props and costumes.	Good use of props and costumes to enhance the scene.	Excellent and creative use of props and costumes.
Team Coordination	Little to no coordination among group members.	Some coordination, group works together.	Good coordination, group works together.	Excellent teamwork, very well coordinated.
Audience Engagement	Audience is not engaged.	Some engagement with the audience.	Good engagement, audience is captivated.	Excellent engagement, audience is fully captivated.

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

Activity: Drama Beats

Objective What are we learning more about?

Students will select and synchronize music to match the mood and tone of a dramatic scene, understanding how music influences mood and supports the narrative.



Materials What do we need for our activity?

- ✓ A variety of music tracks (e.g., contemporary, instrumental, etc.)
- ✓ Speakers or headphones
- ✓ A selection of short dramatic scenes (e.g., from movies or plays)
- ✓ Playback device (laptop, tablet, etc.)
- ✓ Paper and pens for notes

Instructions How do we complete the activity?

- 1) **Introduction:** Discuss the importance of music in drama and how it can influence the audience's emotions. If possible, show examples of music from movies or plays where music significantly enhances the scene.
- 2) **Scene Selection:** Divide the students into small groups and assign each group a short dramatic scene. Have them read through the scene together and discuss the primary emotions and mood conveyed in each scene.
- 3) **Music Exploration:** Provide a variety of music tracks for the groups to explore. Ask each group to select 2-3 tracks they think could match the mood and tone of their assigned scene. Allow students to choose their own music.
- 4) **Synchronization Practice:** Each group will practice synchronizing their selected music tracks with their scene, adjusting timing and volume as needed to enhance the dramatic effect.
- 5) **Presentation:** Groups present their scenes with the synchronized music to the class. Encourage students to explain why they chose each track and how it supports the narrative and mood.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Understand Scene's Emotion	Identify the key emotions and mood of the assigned dramatic scene.
Select Music	Choose 2-3 music tracks that align with the identified emotions of the scene.
Synchronize Music and Action	Ensure the music timing and volume match the actions and key moments in the scene.
Justify Music Choices	Prepare to explain why the chosen music tracks support the scene's themes and emotional tone.
Evaluate Impact on Performance	Reflect on how the music influenced the overall performance and audience's emotional response.

Planning

Answer the questions below

1) What is the main emotion or mood of your assigned scene?

2) What kind of music do you think would match the emotion of your scene?

3) How will you time the music to match important moments?

4) What parts of the scene need louder or softer music to enhance the mood?

5) What points will you mention to explain your music choices during your presentation?

Scenes

Synchronize music that match the emotions of the scenes below

Title	Description
The Team Decision	Six students on a sports team must decide how to handle a crucial game where their best player is injured. The scene involves negotiation, leadership, and teamwork.
The Science Fair	Two groups of students work together on a science fair project. Disagreements arise over the division of labor and contributions. The scene explores collaboration, conflict, and resolution.
The Haunted House	A group of friends explores a supposedly haunted house. They experience bravery, and camaraderie while navigating the spooky environment and uncovering secrets.
The Class Election	Students run for class president, each with different ideas and campaigns. The scene includes speeches, debates, and a sense of competition and friendship.
The Surprise Party	Six friends plan a surprise birthday party, but miscommunications lead to potential disaster. The scene highlights planning, surprises, and problem-solving under pressure.

Scenes

Synchronize music that match the emotions of the scenes below

Title	Description
The Group Project	Grade 8 students are assigned a group project with a tight deadline. Conflicts arise over roles and responsibilities, emphasizing time management and cooperation.
The Charity Event	Students organize a charity event for their school. They face challenges in planning, fundraising, and working together to achieve a common goal.
The Play Rehearsal	Students rehearse for a school play, dealing with stage fright, forgetting lines, and the director's vision. The scene highlights the creative process and the importance of supporting each other.
The Environmental Club	Members of an environmental club debate how to address a local environmental issue. The scene involves research, persuasive speaking, and a united effort for change.
The Field Trip	Six students on a field trip to a historical site encounter various challenges and learning opportunities. The scene highlights curiosity, teamwork, and adapting to unexpected situations.

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Understand the Scene's Emotion	Emotion not identified.	Emotion vaguely identified.	Emotion mostly identified and described.	Emotion clearly identified and described in detail.
Select Appropriate Music	Music does not match the scene's emotion.	Music somewhat matches the scene's emotion.	Music mostly matches the scene's emotion.	Music perfectly matches the scene's emotion.
Synchronize Music and Action	Music is not synchronized with the scene.	Music is somewhat synchronized with the scene.	Music is mostly synchronized with the scene.	Music is perfectly synchronized with the scene.
Justify Music Choices	No explanation of music choices.	Explanation of music choices is minimal.	Clear explanation of music choices.	Detailed and insightful explanation of music choices.
Reflect on the Impact	No reflection on the impact of the music.	Limited reflection on the impact of the music.	Reflection on the impact of the music.	Detailed and thoughtful reflection on the impact of the music.

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

Activity: Wordless Justice

Objective What are we learning more about?

Students create a scene that communicates a human rights issue using only non-verbal communication techniques. The activity challenges students to express complex ideas through physical expression alone.

Materials What do we need for our activity?

- ✓ Simple props (e.g., chairs, tables, and posters)
- ✓ Costume pieces (e.g., hats, scarves)
- ✓ A timer or stopwatch
- ✓ Paper and pens/pencils for reflection



Instructions How do we complete this activity?

1. **Introduction:** Discuss the importance of non-verbal communication in conveying emotions and ideas. Explain the goal of the activity: to communicate a human rights issue without words.
2. **Group Division:** Divide students into small groups. Each group selects a human rights issue to portray (e.g., freedom of expression, equality, child labour).
3. **Brainstorming and Planning:** Groups brainstorm ideas to represent their chosen issue non-verbally and plan a sequence of movements, poses, and expressions to tell their story. Decide on simple props that can enhance the performance.
4. **Rehearsal:** Groups rehearse their scene, focusing on clarity and expressiveness. Practice using body language and facial expressions to convey the issue effectively. Ensure transitions between different parts of the scene are smooth and clear.
5. **Performance:** Each group performs their non-verbal scene for the class. Encourage the audience to observe carefully and interpret the message being conveyed.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clarity of Message	The human rights issue is clearly communicated through body language and facial expressions.
Expression	Students use exaggerated and expressive movements to convey emotions and ideas effectively.
Use of Props and Costume	Simple props and costumes are used creatively to enhance the message of the issue.
Coordination and Timing	Students perform smooth and coordinated movements among group members to create a cohesive performance.
Audience Engagement	The performance captures and maintains the audience's attention through a thoughtful interpretation.

Planning

Answer the questions.

1) Why is the human rights issue you chose to portray important?

2) What simple props or costume pieces can you use to enhance your performance?

3) What can you do to make sure the audience understands the message you are trying to convey?

Scenes

Act out the human rights issues below non-verbally

Human Rights Issue	Description
Freedom of Expression	The right to express opinions without censorship or restraint.
Gender Equality	A state of equal ease of access to resources and opportunities regardless of gender.
Racial Equality	The right to equal treatment for all races, ethnicities, and nationalities.
Child Labour	The prohibition of children through any form of work that deprives them of their childhood and education.
Right to Education	The right of every individual to receive an education without discrimination.
Freedom from Discrimination	The right to be free from unfair treatment based on race, gender, religion, or other characteristics.
Right to Health	The right to access health care services and attain a high standard of physical and mental health.
Freedom of Religion	The right to practice any religion without interference or persecution.
Right to a Fair Trial	The right to have a fair and public hearing by an independent and impartial tribunal.
Right to Housing	The right to access safe, adequate, and affordable housing.

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Message	Message is not clear.	Message is somewhat clear.	Message is mostly clear.	Message is very clear and easy to understand.
Expressiveness	Poor use of expressiveness.	Some expressiveness.	Good use of expressiveness.	Highly expressive and effective movements.
Use of Props and Costumes	Poor use of props and costumes.	Some use of props and costumes.	Good use of props and costumes.	Excellent and creative use of props and costumes.
Coordination and Timing	Poor coordination and timing.	Some coordination and timing.	Good coordination and timing.	Excellent coordination and timing.
Audience Engagement	Audience is not engaged.	Audience is somewhat engaged.	Audience is mostly engaged.	Audience is fully engaged and attentive.

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

Activity: Eco Ad Creators

Objective What are we learning more about?

Students will create a commercial for an environmental campaign, using dramatic elements to persuade their audience. The activity aims to teach students how to use persuasive techniques effectively to convey their environmental message.

Materials What do we need for our activity?

- ✓ Paper and pencils for scriptwriting
- ✓ Simple props and costumes (e.g., signs, posters, and costumes)
- ✓ A video recording device (optional, for reviewing the commercial)
- ✓ Markers and cardboard for creating visual aids



Instructions How do we complete the activity?

- 1) **Introduction:** Discuss the importance of environmental campaigns and how commercials can raise awareness and inspire action. Explain the key elements of a persuasive commercial: clear message, emotional appeal, and call to action, and engaging visuals.
- 2) **Group Formation and Topic Selection:** Divide students into small groups and make them choose an environmental issue to focus on.
- 3) **Brainstorming and Scriptwriting:** Groups brainstorm ideas for their commercial, including key messages and persuasive techniques. Write a script that includes a clear message, emotional appeal, and a call to action.
- 4) **Rehearsal and Prop Preparation:** Groups rehearse their commercial, focusing on dramatic elements such as voice modulation, body language, and props. Prepare any props or visual aids needed for the commercial.
- 5) **Performances:** Each group performs their commercial for the class. If available, record these performances for later review.
- 6) **Discussion and Reflection:** After all performances, lead a discussion on what was observed. Encourage students to analyze which techniques were most persuasive and why.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Message	The commercial has a clear and focused environmental message.
Emotional Appeal	The commercial uses emotional elements to connect with the audience.
Call to Action	The commercial includes a compelling call to action, urging the audience to take specific steps.
Use of Dramatic Elements	The commercial effectively uses voice modulation, body language, and timing to enhance the message.
Engagement and Creativity	The commercial is engaging and creatively uses props and settings to convey the message.

Tip

Use these tips to create visually appealing commercials.

Tip	Description
Use Relatable Stories	Create a story that the audience can relate to, using everyday situations and familiar characters.
Show Real-Life Consequences	Highlight the real-life impact of the environmental issue on people, animals, and the planet.
Express Strong Emotions	Use facial expressions and body language to convey strong emotions like concern, hope, and urgency.
Incorporate Music and Sound	Add background music or sound effects that enhance the emotional tone of the commercial.
Include Personal Testimonials	Use personal testimonials or quotes from individuals affected by the issue to add authenticity.
Create a Sense of Urgency	Emphasize the importance of taking immediate action to address the environmental issue.
Use Visual Imagery	Utilize powerful images or visuals that evoke emotions and reinforce the message.
Show Positive Outcomes	Highlight positive actions and their impact, inspiring hope and encouraging audience participation.

Issues

Select one of these environmental issues for your commercial.

Environmental Issue	Description
Reduce Plastic Waste	Encourage people to use reusable bags, bottles, and containers to reduce plastic waste.
Water Conservation	Promote methods to save water, such as fixing leaks, using water-saving appliances, and reducing usage.
Tree Planting	Organize community tree-planting events to beautify spaces and improve air quality.
Recycling Awareness	Educate the community on the importance of recycling and properly sort recyclable materials.
Energy Conservation	Advocate for reducing energy consumption by using energy-efficient appliances and turning off lights.
Clean-Up Drives	Organize local clean-up events to remove litter from parks, beaches, and public areas.
Wildlife Protection	Raise awareness about endangered species and promote actions to protect their habitats.
Sustainable Transportation	Encourage the use of bicycles, public transportation, and carpooling to reduce carbon emissions.
Composting	Promote composting organic waste to reduce landfill use and create nutrient-rich soil.
Eco-Friendly Products	Advocate for the use of eco-friendly products made from sustainable materials and free of harmful chemicals.

Reflection

Answer the questions below

1) What was the message your group tried to convey to the audience?

2) How did the group make your commercial more emotionally appealing?

3) If you could change one thing about your commercial what would it be and why?

4) How do you think your commercial could inspire others to address the environmental issue you chose?

PREPARED

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Message	Message is not clear.	Message is somewhat clear.	Message is mostly clear.	Message is very clear and focused.
Emotional Appeal	Weak emotional appeal.	Some emotional appeal.	Good emotional appeal.	Strong emotional appeal, very engaging.
Call to Action	No call to action.	Unclear call to action.	Clear call to action.	Compelling call to action, very motivating.
Use of Dramatic Elements	Poor use of dramatic elements.	Some use of dramatic elements.	Good use of dramatic elements.	Excellent use of dramatic elements.
Engagement and Creativity	Not engaging or creative.	Somewhat engaging and creative.	Moderately engaging and creative.	Highly engaging and very creative.

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Activity: Urban Mime Magic

Objective

What are we learning more about?

Students will create a complete story set in an urban environment using pantomime. They will use clarity and exaggeration of movements to ensure the audience understands the narrative without words.

Materials

What do we need for our activity?

- ✓ A list of urban story scenarios (e.g., a busy street, a park, a subway station)
- ✓ Simple props (e.g., a bag, a hat, a phone)
- ✓ Paper and pens for planning the pantomime sequence



Instructions

How do we complete this activity?

1. **Introduction:** Explain the concept of pantomime and its reliance on exaggerated movements and expressions. Discuss the importance of clarity and precision in telling a story without words.
2. **Scenario Selection:** Divide students into small groups. Assign each group an urban story scenario. Provide time for groups to brainstorm and outline their story, focusing on key events and characters.
3. **Planning and Rehearsal:** Groups plan their pantomime sequence, deciding on specific actions and exaggerations needed to convey the story. Encourage groups to practice their sequences, paying attention to the clarity of each movement and the expressiveness of their gestures.
4. **Performance:** Each group performs their pantomime story to the class. Audience members watch carefully to understand the narrative and offer feedback on the clarity and expressiveness of the performance.
5. **Discussion:** After each performance, discuss what was clear and what could be improved. Highlight effective techniques used by the performers to convey their story.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clarity of Movement	Ensure all movements are clear and easily understood by the audience.
Exaggerated Actions	Use exaggerated actions to emphasize key moments and emotions in the story.
Expressive Facial Gestures	Use facial expressions effectively to convey emotions and reactions.
Sequential Storytelling	Organize the story in a logical sequence that clearly tells the story from beginning to end.
Audience Engagement	Use visual elements to capture and maintain the audience's interest in the story.

Planning

Answer the questions below.

1) What is the main plot of your upcoming video?

2) What are the most important actions or events in the story?

3) What emotions do your characters experience during the story?

Story

Use the stories below for your pantomime.

Urban Story	Scenario Description
Busy City Street	Characters navigate a crowded city street, dealing with various obstacles and interactions with other pedestrians.
Park Picnic	A group of friends have a picnic in a city park, encountering humorous or unexpected events.
Subway Adventure	Characters experience the hustle and bustle of a busy subway station, including missed trains and crowded cars.
Street Performer Show	A street performer captivates an audience, with interactions between the performer, the audience, and passersby.
Lost in the City	A tourist gets lost in a familiar city and seeks help from locals, leading to a series of misadventures.
Café Chaos	Patrons and staff in a busy café deal with a series of mix-ups and misunderstandings.
Rush Hour Traffic	Drivers and pedestrians experience the frustration of rush hour traffic, including road rage and near accidents.
Urban Market Day	Vendors and customers interact at a bustling city market, showcasing a variety of goods and bargaining.
City Park Performance	A group prepares for a public performance in a city park, facing challenges and surprises along the way.
Building Evacuation	Characters react to an emergency evacuation of a city building, dealing with the urgency and confusion of the situation.

Performance Review

Write a short review of your performance.

1) What did you enjoy about the performance?

2) What did you learn from the performance?

3) How effective were the pantomimes in conveying the story?

TO BE EVALUATED

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clarity of Movements	Movements are not clear.	Movements are somewhat clear.	Movements are mostly clear.	Movements are very clear and easily understood.
Exaggeration of Actions	Actions are not exaggerated.	Actions are slightly exaggerated.	Actions are mostly exaggerated.	Actions are highly exaggerated and emphasized.
Expressive Facial Gestures	Facial expressions are minimal or absent.	Facial expressions are somewhat expressive.	Facial expressions are mostly expressive.	Facial expressions are very expressive and clear.
Sequential Storytelling	Story is difficult to follow.	Story is clear but disjointed.	Story is mostly clear with some gaps.	Story is very clear and logically sequenced.
Audience Engagement	Audience is not engaged.	Audience is somewhat engaged.	Audience is mostly engaged.	Audience is fully engaged and attentive.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Poetry Commentary

Objective

What are we learning more about?

Students will analyze poetry that reflects social commentary from various cultures and historical periods, understanding how themes and presentation styles represent the original author's intent. They will practice expressive reading and physicality to enhance the cultural context and emotional resonance of the poems.

Materials

What do we need for our activity?

- Copies of selected poems with social commentary themes from various cultural periods
- Simple props and costumes for physical expression



Instructions

How do we complete the activity?

- 1) **Introduction to Social Commentary Poetry:** Begin with a discussion on what social commentary is and how it can be reflected in poetry. Provide examples of themes such as justice, equality, freedom, and cultural identity.
- 2) **Poem Selection:** Divide the class into small groups and provide each group with a selection of poems from different cultures and historical periods that address social commentary.
- 3) **Contextual Research:** Have students research the historical and cultural background of their chosen poem. They should understand the time period, the author's intent, and the social issues it addresses.
- 4) **Expressive Reading Practice:** Conduct a workshop on expressive reading techniques. Focus on vocal variety, tone, pace, and volume. Encourage students to experiment with these elements to convey the poem's emotional depth.
- 5) **Physicality and Gestures:** Guide students through exercises that incorporate physicality and gestures into their performances. Emphasize the importance of body language and facial expressions in enhancing the meaning and impact of the poetry.
- 6) **Rehearsal and Performance:** Allow time for students to rehearse their performances. Provide feedback and suggestions for improvement, focusing on clarity, expression, and cultural authenticity. Then the students perform their poems for the class.
- 7) **Discussion and Reflection:** After all performances, facilitate a class discussion on the themes presented in the poems and how the performances reflected the originating cultures.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Understand Cultural Context	Research and explain the cultural and historical background of the poem to ensure accurate interpretation.
Vocal Variety	Use vocal variety, including changes in tone, pace, and volume, to convey the poem's emotional depth and cultural significance.
Physicality and Gesture	Use appropriate body language and gestures to enhance performance and reflect the poem's themes.
Emotional Resonance	Establish a strong connection to the poem's themes and emotions, making the performance impactful for the audience.
Clarity and Articulation	Ensure clear pronunciation and articulation so that the audience can understand the poem's message.

Planning

Answer the questions below.

1) What is the cultural and historical background of the poem you selected?

2) What parts of the poem require special emphasis to ensure the audience understands the social commentary?

3) How can you use facial expressions, tone, pace, and volume to reflect the emotions in the poem?

Tips

Use these tips on expressive reading techniques below in your performance.

1. Vocal Variety:

- **Pitch:** Vary your pitch to reflect different emotions. Higher pitches can convey excitement or fear, while lower pitches can suggest seriousness or sadness.
- **Inflection:** Use inflection to emphasize important words or phrases. This can help highlight the poem's key messages.
- **Pause:** Use strategic pauses to give the audience time to absorb significant points and to create a sense of drama.

2. Tone:

- **Match the Mood:** Adjust your tone to match the mood of the poem. A somber tone for a serious poem, a light and humorous tone for a humorous poem, etc.
- **Emotion:** Let the emotions of the poem guide your tone. If the poem is passionate, let your voice reflect that passion.
- **Consistency:** Maintain consistency in your tone throughout sections that share the same mood to ensure coherence.

3. Pace:

- **Slow Down for Emphasis:** Slow down your pace to emphasize important lines or words. This can make the message more impactful.
- **Speed Up for Excitement:** Increase your pace during exciting or intense moments to convey urgency.
- **Natural Flow:** Ensure your pace flows naturally with the poem's rhythm. Avoid rushing through lines, especially those with deep meaning.

4. Volume:

- **Projection:** Speak loudly enough for everyone to hear. Vary your volume for different parts of the poem. Louder for strong emotions, softer for reflective moments.
- **Contrast:** Use volume contrast to keep the audience engaged. A sudden drop or rise in volume can capture attention and convey changes in emotion or intensity.
- **Control:** Maintain control over your volume to avoid shouting unless specifically intended for dramatic effect.

How to Use These Elements:

- **Emotional Depth:** To convey the poem's emotional depth, use your voice's tone, pace, and volume with the emotions described in the poem. For example, in a poem about sadness, use a lower pitch, a slower pace, and softer volume to reflect sadness.
- **Cultural Context:** Reflect the cultural context by researching the poem's background and incorporating culturally relevant expressions or rhythms. For example, if a poem is in a particular culture's oral traditions, mimic the storytelling style of that culture.

Practice Techniques:

- **Read Aloud:** Practice reading the poem aloud multiple times, experimenting with different vocal techniques until you find the combination that best conveys the poem's meaning.
- **Record Yourself:** Record your practice sessions to hear how you sound. This can help you identify areas for improvement.
- **Peer Feedback:** Perform in front of peers and ask for constructive feedback on your use of vocal variety, tone, pace, and volume.
- **Mirror Practice:** Use a mirror to practice your expressions and gestures. This will help you become more aware of your body language and facial expressions.

Stories

Pick from the poems below for your presentation.

Song of Equality (African-American, 20th Century)

We rise from chains, from fields of sorrow,
Dreaming of a brighter morrow.
Every step, a voice grows louder,
Leading justice, standing prouder.

Where freedom's seeds were sown,
Equality must now be grown.
Through struggle, raised in song and plea,
We march where all are free.

Stronger by our skin,
Our fight, a world begins.
Finally, the night,
And march to the light.

The cries they hear still,
Reminding us of the fall.
We've climbed together, hand in hand,
To reclaim our own land.

In songs of old and new,
We cast aside our fear.
No more to bow, no more to yield,
Injustice is the foe we slay.

With hearts afire, with spirits high,
We lift our gaze up to the sky.
For dreams that once were shackled tight,
Now soar on wings of endless flight.

From every corner, every voice,
We stand united, we rejoice.
For in this fight, we all belong,
Together, we are strong.

Stories

Pick from the poems below for your presentation.

In the Office, Where Chaos Reigns

In cubicles, under screen light,
They work with all their might.
The coffee pot is never full,
In meetings dull, they just mull.

The boss's mood is what ails,
Yet laughter's fire can't fail.
The printer jams, the stapler's slow,
The emails pile, the desk's a gloom,
Excel sheets cause impromptu doom.

Yet whispers of a break arise
Among the clever, sly and wise.
A call for freedom, lunch break long,
To sing the coffee lover's song.

The printer jams, the stapler's gone,
The office plant, now acts withdrawn.
But hope persists, in snacks we trust,
For vending machines are a must.

The water cooler's gossip flows,
Of weekend plans and TV shows.
In cubicle farms, the tales are spun,
Of bosses' quirks and battles won.

The dreaded Monday comes too fast,
With Friday's dreams not meant to last,
Yet camaraderie keeps spirits high,
With doughnut days and pizza pie.

From nine to five, the hours crawl,
But happy hour, they heed the call.
In this chaos, laughs are found,
Every pun and joke around.

Life here, a comic play,
Where quips and pranks make up the day.
New friends are made,
And old ones do fade.

So here's to the chaos and the fun,
To PowerPoint and the never-ending sun.
For in this world, where the night,
The humour shines, so clear and bright.

Stories

Pick from the poems below for your presentation.

A Mother's Lament (Japanese, Post-World War II)

In shadows of the rising sun,
A mother weeps for her dear son,
Gone to war, so young, so brave,
Now lies silent in a grave.

The hills that fell, the fires that burned,
The peace and love, a nation turned,
Dreams that were when swords were still,
And now not desire to kill.

The new wish is born,
For whom shall we mourn,
Not the one who is far to hear,
But songs of peace and near.

The cherry blossoms, pink and bright,
Now seem to fade in moonlight,
For every petal on the ground,
A mother's tears are found.

The waves upon the shore,
Whisper tales of days long before,
When children played and laughed and sang,
Before the world in sorrow rang.

She holds his picture to her heart,
A life cut short, torn apart,
Yet in her grief, she plants a tree,
A symbol of what life should be.

With every branch that reaches high,
She sees her son's smile in the sky.
In peace, she prays the world will find,
The love and hope he left behind.

Stories

Pick from the poems below for your presentation.

The Forgotten Workers (British, Industrial Revolution)

In factories dark, by dim gaslight,
The workers toil through endless night.
Their hands are calloused, spirits worn,
At first light, they're still not gone.

Children's laughter now replaced,
By cries of hunger, dreams erased.
The weak survive, the poor endure,
In labor so hard and pure.

As hardships change arise,
And brave the cold, the wise
A call for help and pay,
To lift the burden of the day.

The looms that hum, the wheels that turn,
In every heart, a fire is born.
For better days, for freedom's fight,
Where workers' voices ring so bright.

The coal-stained hands, the sweat-soaked face,
A testament to courage and grace.
To break the chains, to find their voice,
To stand as one, to make a choice.

From mills and mines, their voices grow,
A rising tide against the woe.
For every strike, for every stand,
They fight to claim their rightful land.

With every step on cobbled streets,
They march together, countless feet.
For in their unity, they find,
The strength to leave the past behind.

Stories

Pick from the poems below for your presentation.

The Social Media Circus

In the endless scrolls,
Where the black face rolls,
The influence of our flair,
While we compare.

The hashtags in the story,
The latest meme or story,
Yet deep inside, we crave
To validate our social lives.

With filters on, we strike a pose,
While hiding pimples, freckles, nose,
The pressure mounts to look just right,
In this chaotic, endless flight.

But whispers of a truth arise,
Among the brave, the ones who prize,
A call for realness, flaws and all,
To break the superficial wall.

The endless scroll through feeds so bright,
With influencers in perfect light,
Yet real friends wait with laughter pure,
Away from screens, a better cure.

The comments, trolls, the endless spam,
The perfect life, an Instagram,
Yet deeper bonds are lost in this,
As real connections go amiss.

The phone's a fool, not life itself,
Yet likes and shares sit on our shelf,
For in the chaos, we must find,
The joy in life, the peace of mind.

The social media circus spins,
The endless feeds and dancing grins,
But in the end, it's clear to see,
That offline, we're truly free.
From endless tweets,
To real-life chats and genuine meets,
For in this digital age,
Let's not forget to truly live.

So here's to logging off a while,
To real-life chats and genuine smiles,
For in this digital display,
The real world's where we ought to stay.

Stories

Pick from the poems below for your presentation.

The Silent Earth (Contemporary Global)

The forests fall, the oceans rise,
Beneath a slowly darkening sky.
The silent earth, once full of life,
Now struggles in a losing strife.

The rivers choke on human waste,
The air is thick with our haste.
We chase dreams, consume and take,
Without a thought of what's at stake.

The oceans hear the plea,
From the depths to the deepest sea.
To clean our world, to care,
And with the world we share.

The polar ice melts away,
A sign of how we've gone astray.
The creatures lost to sight,
Reflect our greed and selfish fight.

The deserts spread, the mountains fall,
From nature's balance, we've lost it all.
To tread with care, to guard the land,
To lend the earth a helping hand.

The children's voices, pure and clear,
Remind us of what we hold dear.
For them, we strive to make amends,
To give them hope, to be their friends.

With every tree that's planted new,
With every drop of morning dew,
We find the strength to turn the tide,
To walk with nature side by side.

Stories

Pick from the poems below for your presentation.

Freedom's Call (American, 1960s)

On buses, streets, and lunch counter seats,
The struggle marches with weary feet.
Voices rise in a unified call,
For justice, dignity for all.

Selma's bridge to Birmingham,
The call for freedom, "Here I am!"
With courage strong, they face the night,
For a dream, for civil rights.

Their voices ring resounds,
In the heart of hope is found.
A word of power, hand in hand,
In justice all will stand.

The march of this, every night,
A testament to more.
For in the face of hate,
Their voices rang and cried.

With every step on the road,
They carried hope, they
For every tear, for every
Their sacrifice was not in vain.

The songs they sang, the prayers they prayed,
In every heart, the message stayed.
For in their unity and grace,
They paved the way for a new place.

The echoes of their struggle still,
Inspire us to climb the hill.
For in their fight, we find our own,
A call to never stand alone.

Stories

Pick from the poems below for your presentation.

The Woes of Modern Travel

The planes in low,
The engines so slow.
The summer breeze, the downs long,
In this waiting.

The overhead are slow,
With bags that and
The middle seat
As strangers snore.

Yet whispers of a dream,
Among the brave, the travel-weary,
A call for upgrades, business class,
Where legroom's wide and champagne.

The flight attendants smile and frown,
As toddlers scream and parents frown.
The seatbelt sign, a constant friend,
With turbulence that never ends.

The tiny meals, the mystery meat,
The cramped-up legs, no room for feet.
Yet through it all, we brave the skies,
With destination in our eyes.

The jetlag hits, the time zones clash,
Our bodies ache, our systems crash.
But oh, the sights, the food, the fun,
Make all the travel woes undone.

The customs line, the questions fast,
"Anything to declare?" at last.
We nod and smile, with stamps in hand,
And finally reach our promised land.

From lost luggage, missed connections,
To language gaps and wrong directions.
Yet in this chaos, joy we find,
In new adventures, peace of mind.

Travel apps that guide our way,
Maps and tips for every day.
We wander, get off track,
But always find our way right back.

And road trips wild,
A child's wonder, a child's child,
The world's wonderlust.
The world's wonder and trust.

From airports to hum,
To road trips with hum,
For in the end, to see,
That travel's woes are worth the spree.

Three Stars and a Cloud

Select one performance and write three highlights and one improvement.

Title of Performance	Description
	
	
	
	

PERFORMANCE

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 point)	(3 point)	(4 point)
Understanding of Cultural Context	Shows limited understanding of the cultural and historical background.	Basic understanding with some gaps in the cultural and historical background.	Good understanding, explains the cultural and historical background well.	Deep understanding and insight into the cultural and historical background.
Vocal Expression	Uses a monotone voice, lacking the power and emotion of the poem.	Some variation in pitch, tone, and volume, but not consistently effective.	Uses pitch, tone, and volume effectively to convey emotions.	Excellent use of vocal variety, enhancing the poem's emotional depth and cultural context.
Physicality and Gestures	Rarely uses gestures or body language, which do not enhance the performance.	Some use of gestures, but they are not effective in conveying meaning.	Good use of gestures and body language to enhance meaning.	Skillful and effective use of gestures and body language, significantly enhancing the performance.
Emotional Resonance	Shows little emotional connection to the poem, lacks impact.	Some emotional connection, but not consistent throughout the performance.	Strong emotional connection, effectively conveying the poem's impact.	Deep emotional connection, engaging the audience fully.
Clarity and Articulation	Poor clarity and articulation, making the poem difficult to understand.	Some issues with clarity and articulation, occasionally hard to understand.	Clear and articulate, with good pacing and emphasis.	Exceptionally clear and articulate, making the poem's meaning very clear.

Teacher Comments

	Mark
--	-------------

Student Comments – What Could You Do Better?

--

Reports

How Drama Has Affected Cultural, Social, and Economic Change

- ✓ Theatre and Environmental Awareness
- ✓ Raising Awareness of LGBTQ+ Issues
- ✓ The Fight for Women's Voting Rights
- ✓ Understanding War Through Theatre
- ✓ Theatre as a Cultural and Economic Driver

The Fight for Women's Voting Rights

Background on Nelly McClung

Nelly McClung was a Canadian suffragist, author, and social reformer. She became one of the most famous women in Canadian history. She played a key role in the fight for women's right to vote. McClung used her skills as a writer and speaker to argue for social change.



The 1914 Mock Parliament

In 1914, Nelly McClung led a mock parliament in Winnipeg, Manitoba. The event was a satire where women acted as politicians debating whether they should have the right to vote. McClung played the role of the Prime Minister. The mock parliament used humor and satire to highlight the absurdity of denying women the right to vote. It became very popular and drew attention to the suffrage movement.

Impact on Women's Suffrage

McClung's mock parliament had a significant impact on the women's suffrage movement. It helped to shift public opinion in favor of women's voting rights. Here are some key facts about the impact:

- **Increased Awareness:** The play brought national attention to the issue of women's suffrage.
- **Political Change:** The mock parliament inspired politicians and the public.
- **Legislative Success:** In 1916, Manitoba became the first province in Canada to grant women the right to vote.

Key Facts and Statistics

- **Nelly McClung:** Born in 1873, died in 1951.
- **1914 Mock Parliament:** Held in Winnipeg, Manitoba.
- **Women's Right to Vote in Manitoba:** Granted in 1916.
- **Other Provinces:** Saskatchewan and Alberta followed in 1916, and Ontario in 1917.

The Power of Drama in Advocacy

McClung's use of drama to argue for women's voting rights shows how powerful theatre can be in advocating for social and political change. By using satire, she made a serious issue accessible and engaging for a wide audience, leading to significant progress in the fight for equality.

Raising Awareness of LGBTQ+ Issues

Background on "The Laramie Project"

"The Laramie Project" is a play by Moisés Kaufman and the Tectonic Project. It tells the story of Matthew Shepard, a student murdered in 1998 in Laramie, Wyoming, a town that highlighted hate crimes against LGBTQ+ individuals. The play is based on interviews with Laramie residents, giving a personal view of the impact of the crime.



Structure of the Play

The play uses a documentary style, featuring real interviews to tell the story. This helps convey the emotions and reactions of those involved, allowing for a deeper exploration of the issues.

Key Facts and Statistics

- **Matthew Shepard's Murder:** Matthew Shepard was murdered on October 6, 1998, and died six days later.
- **Impact on Laramie:** The crime profoundly affected the residents and brought national attention to hate crimes.
- **Legislation:** The murder led to the 2009 Matthew Shepard and James Byrd Jr. Hate Crimes Prevention Act, expanding the definition of hate crimes.
- **The Play's Reach:** "The Laramie Project" has been performed worldwide, spreading awareness about LGBTQ+ issues.

Learning Points for Students

- **Understanding Hate Crimes:** Learn what constitutes a hate crime and its impact on the community.
- **Role of Drama in Social Change:** Explore how drama like "The Laramie Project" influences public opinion and legislation.
- **Empathy and Perspective:** Understand empathy by viewing the community members' perspectives.
- **Interview Techniques:** Learn how interviews create powerful, real-life narratives.

Important Themes

- **Tolerance and Acceptance:** Promotes understanding and acceptance of LGBTQ+ individuals.
- **Community Response:** Shows how a community can address and heal from tragedy.
- **Justice and Advocacy:** Highlights advocating for justice and the role of laws in protecting marginalized groups.

Questions

Answer the questions below.

1) Who created "The Laramie Project"?

2) How did the project affect hate crime legislation?

3) What type of project is "The Laramie Project" structured in?

4) What year did the Matthew Shepard case occur?

Create

Write a paragraph about how "The Laramie Project" raised awareness about LGBTQ+ issues. How was it more effective than just regular news reporting?

True or False

Is the statement true or false?

1) "The Laramie Project" uses real interviews.

True False

2) Matthew Shepard was attacked in 1999.

True False

3) The play is set in Laramie, Wyoming.

True False

4) The play was created by Moisés Kaufman.

True False

5) Hate crime laws were unchanged by the play.

True False

Theatre and Environmental Awareness

Background on "An Inconvenient Truth"

"An Inconvenient Truth" is a presentation by Al Gore that became a landmark documentary. It highlights the serious issue of climate change. By using multimedia and dramatic storytelling, it presents the science behind global warming in an accessible way. The stage performances of this documentary help raise awareness about climate change.



Structure of the Presentation

The performance combines documentary elements and drama. This mix makes the information engaging and memorable. By showing real-world impacts and dramatic storytelling, the presentations make climate change feel more urgent.

Key Facts and Statistics

- **Global Warming:** The Earth's average temperature has risen by about 1 degree Celsius in the last century.
- **CO₂ Levels:** Carbon dioxide levels in the atmosphere have increased significantly in 800,000 years.
- **Sea Level Rise:** Sea levels have risen by about 10 centimeters since 1880.
- **Impact on Policies:** Many countries have adopted new environmental policies because of "An Inconvenient Truth."
- **Behavior Changes:** The documentary encouraged people to reduce their carbon footprint by using less energy and recycling.

Learning Points for Students

- **Understanding Climate Change:** Learn what climate change is and its effects on the planet.
- **Role of Theatre in Education:** Explore how combining science with drama can educate and engage people.
- **Multimedia Use:** Understand the importance of using multimedia to present scientific information.
- **Impact on Society:** See how one documentary can influence global behaviors worldwide.

Important Themes

- **Urgency of Action:** The presentations highlight the need to address climate change immediately.
- **Personal Responsibility:** They emphasize how individual actions can help solve the problem.
- **Global Impact:** The documentary shows how climate change affects everyone around the world.

Questions

Answer the questions below.

1) Explain the main issue highlighted in "An Inconvenient Truth".

2) How successful have governments been in changing policy?

Think

How effective do you think governments are in changing policy? Think of a documentary you have seen and if you were in charge, what would you want to do anything differently afterwards (change habits, encourage recycling, encourage officials, etc.)?

True or False

Is the statement true or false?

1) Al Gore created "An Inconvenient Truth."

True False

2) The documentary uses no multimedia.

True False

3) CO₂ levels are the highest in history.

True False

4) Climate change has a global impact.

True False

5) The documentary discouraged recycling.

True False

Understanding War Through Theatre

Introduction to "Black Watch"

The National Theatre of Scotland's production "Black Watch" tells the story of soldiers from the Black Watch during the Iraq War. This play uses innovative choreography and multimedia to vividly depict soldiers' experiences.



Staging and Choreography

"Black Watch" uses innovative staging and choreography to immerse the audience in the soldiers' experience.

- Moving platform
- Projected images and video
- Dynamic lighting

These elements create an immersive experience for the audience, making them feel part of the soldiers' journey.

Impact on Public Perception

"Black Watch" significantly impacted public perception of the Iraq War. By focusing on soldiers' personal stories, the play highlighted the human cost of war, often overlooked in mainstream media. This production sparked conversations about the realities of conflict.

- The mental and physical toll on soldiers
- The challenges faced by military families
- The broader implications of military service

The Human Cost of War

A key theme in "Black Watch" is the human cost of war. The play explores the sacrifices made by soldiers and their families. Key facts include:

- Many soldiers experience PTSD (Post-Traumatic Stress Disorder) after combat.
- The rate of injury and fatality among soldiers in the Iraq War.
- Military families face long periods of separation and uncertainty.

By presenting these facts through drama, "Black Watch" helps audiences understand the profound effects of war on individuals and communities.

The Role of Drama in Social Issues

"Black Watch" shows how theatre can address critical social issues. The play brings soldiers' voices to the forefront, allowing audiences to gain insight into their experiences. This approach encourages empathy and understanding, highlighting drama's potential to influence public opinion and promote social change.

True or False

Is the statement true or false?

1) "Black Watch" focuses on World War II.	True	False
2) Staging uses traditional set design.	True	False
3) The Iraq War is central to the play.	True	False
4) Main characters suffer from PTSD.	True	False
5) The play explores the cost of war.	True	False

Reflection

Experiences about how the play changed your perspective.

REFLECT

Questions

Answer the questions below.

QUESTIONS
1) What innovative techniques does "Black Watch" use to tell its story?
2) How does "Black Watch" impact public perception of the Iraq War?

Theatre as a Cultural and Economic Driver

Blending Musical Styles

Lin-Manuel Miranda's musical "Hamilton" is unique because it blends hip-hop, R&B, and traditional musical theatre styles, creating a fresh and engaging way to tell the story of the founding Father Alexander Hamilton. The music includes rap battles, soulful ballads, and classic show tunes, making it accessible and exciting for a wide range of audiences.



Diverse Casting

"Hamilton" is notable for its diverse casting. Actors of various racial and ethnic backgrounds portray key historical figures, which challenges traditional perceptions of American history. This approach not only brings new perspectives to the stage but also allows more people to see themselves reflected on stage. It emphasizes that American history and identity belong to everyone, regardless of race.

Cultural Significance

The cultural significance of "Hamilton" lies in its music and casting. It has:

- Redefined how history can be portrayed on stage
- Engaged young audiences with historical content
- Sparked discussions about race, identity, and history

By presenting historical events through contemporary music and diverse casting, "Hamilton" has made American history more relevant and accessible to modern audiences.

Economic Impact

"Hamilton" is also an economic powerhouse. The musical has generated substantial revenue for Broadway and touring companies. Key economic impacts include:

- Creating thousands of jobs in theatre production and performance
- Boosting tourism in cities where the show is performed
- Generating millions of dollars in ticket sales

These factors illustrate how a successful theatre production can have a significant economic ripple effect.

Interest in History and Politics

"Hamilton" has sparked renewed interest in American history and politics. The musical's popularity has led to increased sales of books about Alexander Hamilton and other historical figures. It has also inspired educational programs and discussions about the founding of the United States, highlighting theatre's role in promoting historical literacy and civic engagement.

True or False

Is the statement true or false?

1) "Hamilton" uses only traditional musical theatre.	True	False
2) Diverse casting is a feature of "Hamilton."	True	False
3) The music in "Hamilton" is rap battles.	True	False
4) "Hamilton" covers the American Revolutionary War II events.	True	False
5) The musical "Hamilton" tells America's history.	True	False

Reflection

Paragraph about how "Hamilton" makes history more

Questions

Answer the questions by

1) Why is the casting in "Hamilton" considered diverse?
2) What are some economic impacts of "Hamilton"?



Workbook Preview

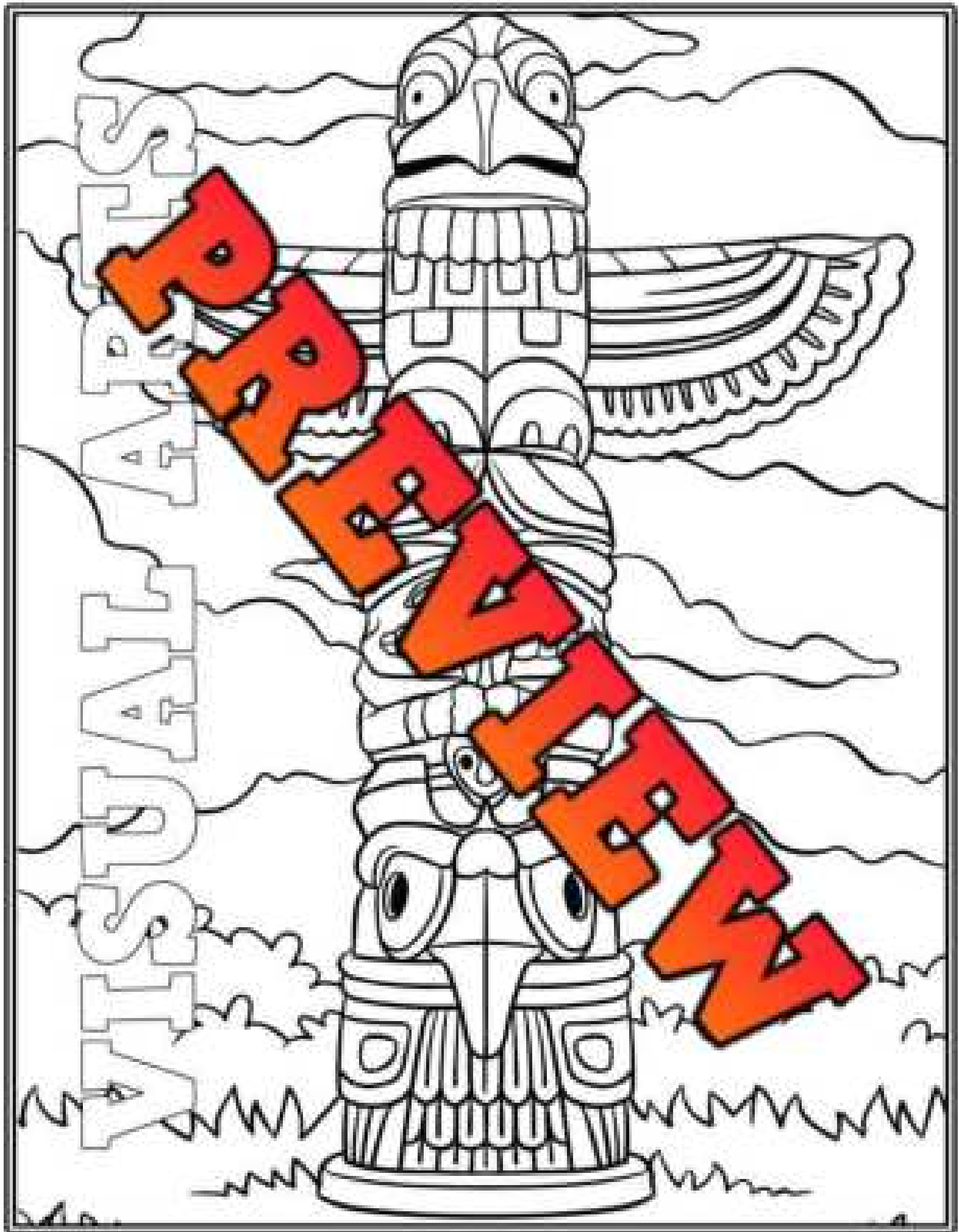


Grade 8 – The Arts Unit

Visual Arts

	Specific Expectations	Pages
01.1	Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view	27-65, 95-104, 191
01.2	Demonstrate an understanding of composition, using multiple principles of design and other layout considerations such as	6-26, 39-70, 124, 191
01.3		6, 191
01.4		24, 191
02.1		9
02.2	used in a variety of art works to communicate a theme or message, and evaluate the effectiveness of their use on the basis of criteria generated by the class	125-157
02.3	Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works	158-170, 172-175
02.4	Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art	200-208
03.1	Identify and explain some of the ways in which artistic traditions in a variety of times and places have been maintained, adapted, or appropriated	176-191
03.2	Identify and analyse some of the social, political, and economic factors that affect the creation of visual and media arts and the visual and media arts community	192-199

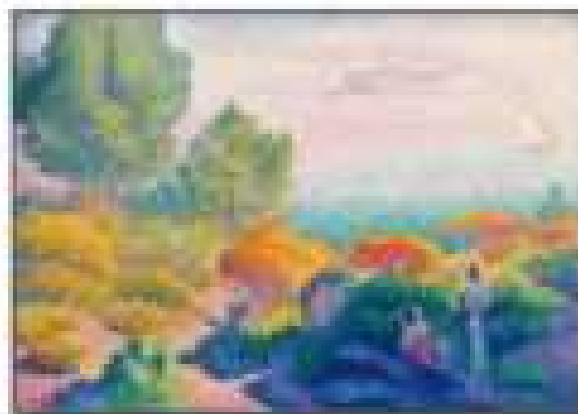
Preview of 15 activities from this unit that contains 33 activities in total.



Understanding Pointillism

What is Pointillism?

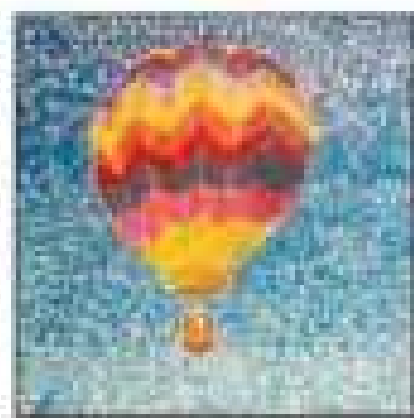
Pointillism is a technique that involves creating images using tiny dots of colour. Artists apply these dots together, and when viewed from a distance, they form a detailed image. This technique is part of the Post-Impressionist movement and was developed in the late 19th century by French artists Georges Seurat and Paul Signac.



How Does Pointillism Work?

Pointillism relies on the principle of optical mixing.

Instead of mixing colours on a palette, artists place different coloured dots next to each other. The viewer's eye blends these dots, creating the illusion of new colours. For example, placing red and blue dots side-by-side will appear purple from afar. This technique makes Pointillism different from traditional painting, where colours are mixed directly.



Key Features

Pointillism has several characteristics that make it unique. Some of these include:

- **Tiny dots:** The dots are small, uniform, and precisely placed to form a cohesive image.
- **Pure Colors:** Artists use primary colours and avoid blending them on the palette.
- **Optical Mixing:** The final colour is created visually by the observer, not on the canvas.
- **Time and Patience:** Creating a Pointillist work requires a significant amount of time and patience due to its meticulous approach.

Famous Pointillism Artworks and Artists

Some of the most famous works in Pointillism include "A Sunday Afternoon on the Grande Jatte" by Georges Seurat, which was completed in 1886. This painting consists of tiny dots and took two years to complete. Paul Signac, another leader of the movement, created notable works such as "The Pine Tree at Saint-Tropez."

Interesting Facts About Pointillism

1. Pointillism was initially called Divisionism, but the term "Pointillism" became popular later.
2. It influenced modern digital imaging, as pixels in a screen work similarly to Pointillism dots.
3. The technique uses a scientific understanding of colour theory, inspired by chemist Michel Eugène Chevreul's research on complementary colours.

Questions

Answer the questions below.

1) What is the primary difference between Pointillism and traditional painting?

2) How does Pointillism allow artists to mix new colours without blending them on a palette?

True or False

Is the statement true or false?

1) Pointillism is also known as Divisionism.

True

False

2) Pointillism artists use physical blending to create new colours.

True

False

3) Paul Signac was the only artist famous for Pointillism.

True

False

4) Pointillism's dots must always be uniform in size.

True

False

5) Pointillism is part of the Romantic art movement.

True

False

Making Connections

If you were making a Pointillism artwork of one thing in your daily life, what would you choose to show using only dots? Draw it in this style.

**Pointillism
Worksheet**

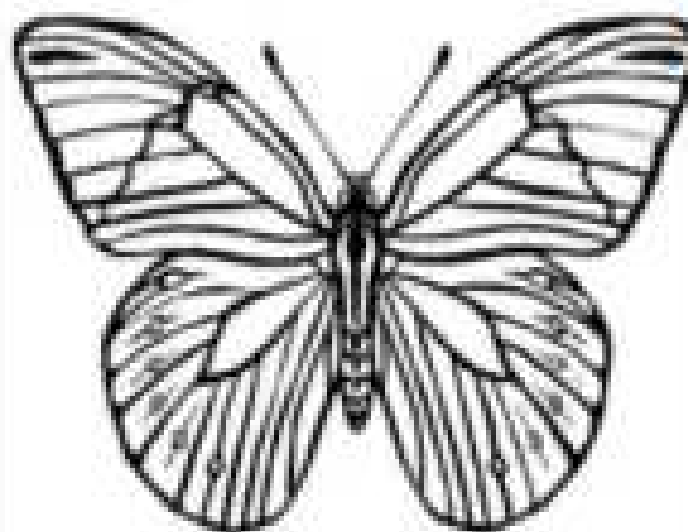
Refer to the example pointillism drawing of a sunflower below, then practise creating a pointillism drawing of the butterfly sketch provided



A captured image of a sunflower



A pointillism drawing of a sunflower



Use the space provided to practise a pointillism art of a butterfly. You can use markers or crayons to add more vibrant colours to the butterfly.

Activity Title: Pointillism Landscapes

Objective What are we learning about?

Students will explore the art of pointillism by creating a small landscape using only dots, learning how to create light, shadow, and depth while developing an understanding of value in art.

Materials What will you need for the activity?

- White drawing paper
- Black fine-tip marker
- Pencil for sketching & erasing
- Simple landscape reference image (optional)



Instructions How you will conduct the activity

1. Lightly sketch a simple landscape on the drawing paper using a pencil, focusing on basic shapes and areas of light and shadow.
2. Identify the darkest, mid-tone, and lightest areas of your pencil sketch. Use a reference image if desired for inspiration.
3. Begin filling in the darkest areas with closely spaced dots to create dark values.
4. Transition to the mid-tone areas by spacing the dots farther apart to create a medium value.
5. For the lightest areas, add only a few dots, leaving some parts of the paper blank to create highlights.
6. Once the entire landscape is dotted, erase any visible pencil marks for a clean finish.
7. Step back and evaluate your landscape, making adjustments to enhance the depth and gradation.

**Landscape Ideas for
Pointillism Art**

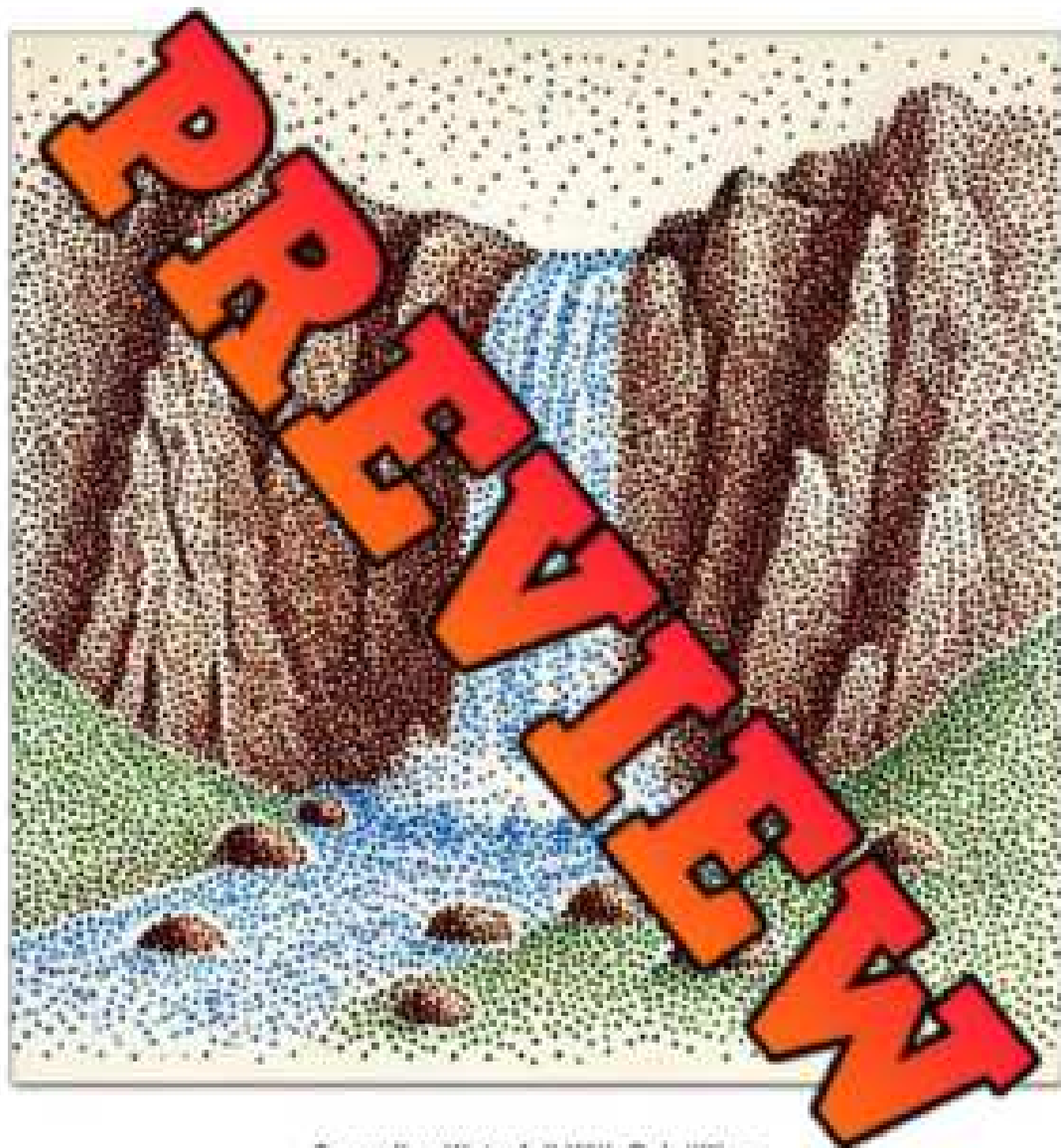
Choose from these landscape ideas to create a unique pointillism artwork.

Landscape	Description
Mountain Sunset	A landscape with mountains and a glowing sunset. Use dense dots for mountain shadows and lighter dots for the sky.
Ocean Waves	A seascape with waves crashing on the shore. Use light dots for sandy beaches and darker dots for water movement.
Autumn Forest	A forest scene with a path surrounded by trees with colourful leaves. Use warm dots for leaves and denser dots for tree trunks.
Countryside Hills	A rolling green landscape with a farmhouse. Use lighter dots for sky and denser dots for hill contours.
Desert at Dusk	A desert scene with sand dunes and a setting sun. Use sparse dots for sand and denser dots for shadows on dunes.
Nighttime Skyline	A cityscape at night with tall buildings and lights. Use dense dots for buildings and lighter dots for stars.
Lake and Mountains	A calm lake reflecting a distant mountain range. Use light dots for water reflections and denser dots for mountains.
Snowy Winter Scene	A snowy field with trees or a small cabin. Use sparse dots for snow and darker dots for shadows and structures.
Tropical Island	A small island with palm trees and a beach. Use dense dots for trees and lighter dots for sandy areas.
Field of Wildflowers	A meadow full of colorful wildflowers under a blue sky. Use different dot colours to represent various flowers.
Rainy City Scene	A city street with rain puddles reflecting lights. Use dense dots for buildings and lighter dots for reflections.
Woodland Stream	A small stream winding through a forest. Use dense dots for tree trunks and light dots for flowing water.
Sunrise Over a Lake	A calm lake with the sun rising above the horizon. Use light dots for the sun and reflections and darker dots for surrounding landscape.
Rocky Shoreline	A coastline with rocks and waves crashing. Use dense dots for rocks and lighter ones for foam on the waves.
Prairie Landscape	Open fields with tall grass and a bright sky. Use light dots for the sky and denser dots for grasses.
Volcanic Landscape	A scene with a volcano and flowing lava. Use sparse dots for the smoke and dense, dark dots for the lava flow.

How-To-Guide

The steps below will guide you through creating a landscape using pointillism technique.

Steps		Description
1		Choose a landscape, such as mountains or beaches. Keep it simple with clear features like hills, trees, or water to focus on light and shadow.
2	Sketch Your Landscape	Draw the main shapes of your landscape on paper using a pencil. Avoid adding too much detail so you can focus on dots for color and texture later.
3	Decide On Values	Decide which areas will be darkest, lightest, and medium tones. Visualize or imagine where shadows and highlights will fall in your scene.
4	Start With Dark Areas	Begin with the darkest sections of your drawing, such as deep shadows under cliffs. Use closely packed dots for dense, dark areas.
5	Add Mid-tone Areas	Move to medium tones like grassy slopes or water. Space the dots farther apart than in darker areas but closer than in lighter sections to create smooth transitions.
6	Create Light Areas	For highlights, use fewer dots or leave some areas blank. These light areas might include sunlight on water, or the tops of hills.
7	Blend Transitions	Carefully adjust the spacing of dots between light, medium, and dark areas so the transitions will be smooth. The artwork will look more natural and visually appealing.
8	Add Details	Include small features, like grass texture or ripples in water. Use varied dot densities to add depth without overpowering the scene.
9	Erase Pencil Lines	Erase any remaining pencil lines carefully once your dots are dry before erasing to keep the artwork clean and free of smudges.
10	Review And Final Touches	Step back and evaluate your work. Fix any areas where dots look uneven or transitions seem harsh and add any final adjustments for balance or interest.

Example Example of a Pointillism Waterfall with Cliffs and Grass

Cascading Waterfall With Pointillism

This drawing showcases a simple cascading waterfall surrounded by cliffs, inspired by the beauty of natural landscapes. Using a pointillism technique, I created texture and movement through scattered dots. Pointillism captures light and flow beautifully, highlighting the waterfall's serenity.

Planning Page

Answer the questions below.

1) What type of landscape will you create?

2) What shapes will be the focus of your landscape? Why?

3) What part of your landscape will be most detailed? Why?

4) How will you decide where to place light and dark values?

5) What details will you add to make your landscape unique?

6) How will you balance your design?

7) What colours will you use, and how will they show depth?

➤

➤

➤

➤

Name: _____

14

Copyright © 2014
All Rights Reserved

Rough Copy

Sketch your pointillism drawing of a landscape here.

PERVALENS

Peer Assessment

Mark your classmates using the checklist below.

My Name	Who I Am Assessing
---------	--------------------

Criteria	Description	Stars (1: Worst, 5: Best)
Understand Value	Light, medium, and dark values are clearly shown. Appropriate dot density.	☆☆☆☆☆
Planning and Composition	Artwork is thoughtfully planned with appropriate placement of light and dark areas.	☆☆☆☆☆
Effective Use of Dot Density	Dot density is used correctly to represent shadows, mid-tones, and highlights.	☆☆☆☆☆
Smooth Transitions	Transitions between light, medium, and dark areas are smooth and well-blended.	☆☆☆☆☆
Creativity and Originality	The artwork includes elements that make the landscape visually engaging.	☆☆☆☆☆

Learn And Question

Learn: Write two things you learned from the activity.

Question: Ask one question you have from the activity.

Learn	
Learn	
Question	

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Understanding Value Gradation	Demonstrate an understanding of light, mid-tone, and dark values by effectively using dot density to represent shadows, highlights, and transitions in the landscape.
Planning and Composition	Sketch a clear and simple landscape design with appropriate use of light and dark areas based on an analysis of light and reference image.
Effective Use of Dot Density	Use densely spaced dots for darker areas, moderately spaced dots for mid-tones, and widely spaced dots or blank spaces for highlights.
Smooth Transitions	Blend the transitions between dark, mid-tone, and light areas by adjusting the spacing of the dots to blend values.
Creativity and Originality	Incorporate creative elements into the landscape while adhering to the primary goal, making the artwork visually engaging and unique.

Rubric

How did you do on the activity?

Mark

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Understanding Value Gradation	Values unclear, random dots.	Some values, inconsistent.	Good values, consistent.	Perfect values, precise.
Planning and Composition	Poor or incomplete sketch.	Basic sketch, uneven areas.	Sketch, mostly accurate.	Thoughtful, precise sketch.
Effective Use of Dot Density	Messy, unclear values.	Some density, uneven areas.	Good density, minor flaws.	Excellent density, shaded.
Smooth Transitions	Rough, no blending.	Uneven blending attempts.	Smooth with slight errors.	Seamless, excellent blending.
Creativity and Originality	Lacks effort or originality.	Some creative effort.	Creative and engaging.	Unique and striking.

Contour Line Drawing

What is Contour Line Drawing?

Contour line drawing is a technique in art where only the outlines of an object are drawn, capturing its essential shape without adding shading or extra details. This method helps artists develop their observation skills and focus on the lines that define an object or figure. Contour line drawing is just about making something look like you understand the structure of what you're drawing and simplifying it into basic lines.



Types of Contour Line Drawing

There are a few different types of contour drawing techniques that artists use to develop their skills and explore different ways of representing objects.

1. **Blind Contour Drawing:** In blind contour drawing, the artist draws the subject's outline without looking at their paper, focusing only on observing the object. It may look messy, but it builds precision and helps with line control.
2. **Continuous Contour Drawing:** Continuous contour drawing requires the artist to draw the subject's outline without lifting their pencil from the paper. This creates a single, unbroken line and encourages smooth movements that follow the object's shape.
3. **Cross-Contour Drawing:** In cross-contour drawing, artists follow the subject's curves and planes, creating a three-dimensional effect by adding lines that show depth, making objects look more realistic and helping with understanding form and perspective.



Tips for Practicing Contour Line Drawing

While contour line drawing can seem challenging at first, but here are some helpful tips:

- **Start Simple:** Begin by drawing simple objects like fruits or basic household items.
- **Focus on Observation:** Spend more time looking at the object than at your drawing. Observation is the key to successful contour line drawing.
- **Go Slow:** Draw slowly to capture the object's shape accurately. Rushing often leads to less accurate lines.
- **Use Different Pencils or Pens:** Experiment with various tools to see how different line thicknesses affect your drawing.

Benefits of Contour Line Drawing

Contour line drawing is an excellent skill-building activity that improves hand-eye coordination, focus, and patience—valuable skills in all visual art.

Questions

Answer the questions below?

1) What is the main goal of contour line drawing?

2) Describe how your drawing is done.

Matching

Match the term with its definition.

Blind Contour Drawing

Drawing with a single, unbroken line.

Continuous Contour
DrawingDrawing that follows object's curves to add
depth.

Cross-Contour Drawing

☐ Rubbing pencil on paper.Application
Question

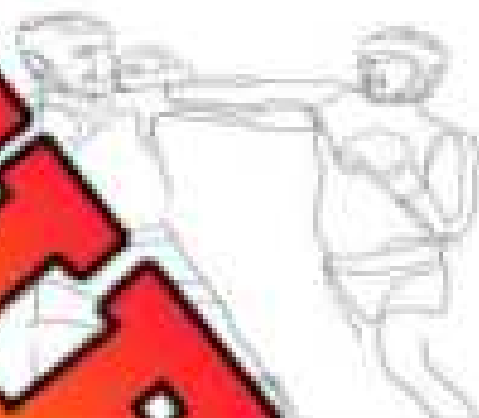
If you wanted to show texture in an object's surface, which technique would you use and why?

**Contour Line Drawing
Examples**

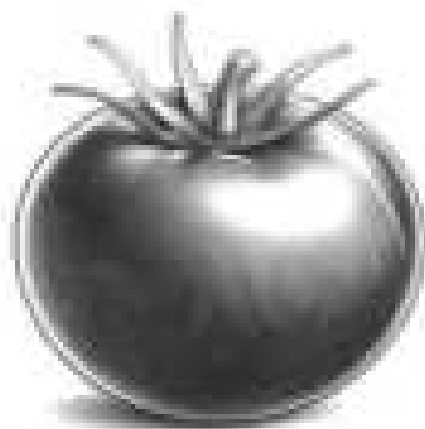
Here are examples of each type of contour line drawing. These will help you clearly identify each type.



Here is an example of a continuous contour drawing of a joystick.



Here is an example of a continuous contour drawing of two boxers in a fight.



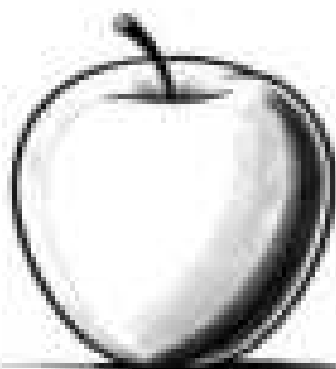
Here is an example of a cross-contour drawing of a tomato.

Contour Line Drawing
WorksheetPractice each type of contour line drawing by sketching the images
on the left in the empty spaces beside them.

Sketch the hand drawing in the space provided above.



Use continuous contour drawing to sketch the carrot in the space provided above.



Use cross-contour drawing to sketch the apple in the space provided above.

Activity: Freeze-Frame In Continuous Contour Lines

Objective What are we learning about?

Students will create continuous contour line drawings of people in motion, like a dancer mid-leap or a person taking a large step. By capturing movement in a single line, students will develop an understanding of proportion and how line can show energy and motion.

Materials What do you need for the activity?

- Plain white paper
- Pencils or black pens
- A few simple reference photos of people in action poses (like athletes, dancers, or people walking)
- Painter's tape or masking tape (to hold paper in place with corners)



Instructions How you will complete the activity.

1. Begin by choosing a reference photo of a person in motion. Look for images online showing clear movement, like a dancer mid-leap or a person taking a large step.
2. Place your paper on a flat surface and use small pieces of painter's or masking tape on each corner to hold it in place.
3. Using your pencil or pen, start by selecting a point on the reference photo. Keep your pencil on the paper and try not to lift it as you draw.
4. Carefully follow the outline of the figure in one continuous line, paying attention to details like arms, legs, and body curves.
5. If you need to add details within the figure (like the curve of a shirt or pants), keep moving without lifting your pencil from the paper. The line captures the flow of movement.
6. Continue until you have a complete outline of the figure in motion, creating a "freeze-frame" effect where the viewer can feel the implied action.
7. Repeat the process with different reference photos to practice capturing various types of movement.
8. Once finished, compare your drawings to see how the continuous line affects the energy and motion in each image.

Name: _____

44

Copyright © 2013
www.mindprintarts.com

**Freeze-Frame
Ideas - 1**

Choose a freeze-frame pose for your continuous contour drawing to capture the movement of the figure in a single, uninterrupted line.



Skateboarder



Pitcher throwing a base ball



Basketball player dunking mid-step



Person jumping



Hockey player shot



Violinist playing

Freeze-Frame
Ideas - 2

Choose a freeze-frame pose for your continuous contour drawing to capture the movement of the figure in a single, uninterrupted line.



A child jumping



Hurdle runner jumping



Martial artist kick



Basketball player jumping



Baseball batting



Break dancer doing a flare

How-To-Guide

The steps below will guide you through creating a continuous contour line drawing of a figure in motion.

Step		Description
1		Start by selecting a pose from the freeze-frame images provided or online. Look for a figure that shows clear movement, like a runner or dancer in mid-action, to make your drawing dynamic.
2	Set Up Your Work Area	Place a sheet of paper to a flat surface to keep it steady. Place the chosen image nearby so you can easily look back and forth as you draw.
3	Select a Starting Point	Decide where you want to begin your drawing on the figure, such as the head, hand, or foot. Choosing a natural starting point will help you create a smooth outline.
4	Draw Without Lifting Pencil	Begin drawing the outline without lifting your pencil. Move slowly and deliberately, capturing each curve and detail, keeping your pencil in contact with the paper for a single, continuous line.
5	Follow the Contours of Body	Carefully follow the outer edges, of the figure. Pay attention to curves of the limbs, bends in the body, and other details to create a realistic sense of motion.
6	Add Internal Details	If the figure has distinctive features like clothing, hair, or muscles, add them without lifting your pencil. Move back to the outline to these details smoothly to keep the line continuous.
7	Adjust Line Thickness	Press harder or softer on the pencil to vary the line thickness. This adds depth to your drawing and emphasizes important parts like arms or legs in action.
8	Check Reference Frequently	Keep glancing at your chosen image to maintain the figure's position and details. This helps you capture the motion effectively.
9	Complete the Outline	Continue until you've outlined the entire figure in one continuous line. Make sure there are no breaks and that all parts of the figure are included.
10	Review For Movement	When finished, review your drawing to see if it captures the movement of the figure. Ask yourself if it shows the energy and action you intended.

Planning

Answer the questions below:

1) Which type of freeze-frame pose will you choose for your continuous contour drawing?

2) How will you position the figure in your drawing to show the movement clearly?

3) What line styles will you use to emphasize the motion of the figure?

4) How will your drawing convey the key elements to show the figure in action?

5) What specific parts of the body or pose will you focus on to show the most movement?

6) How will you use line thickness or variations to show the figure's movement in motion?

7) What feelings or reactions do you want viewers to have when they see your drawing?

Example

Example of a continuous contour line drawing of a golfer

Continuous Contour Line Drawing of a Golfer



This continuous contour line drawing effectively captures the golfer's posture and focus from the original sketch. The drawing showcases the figure's stance, with straight arms gripping the club and the slight forward lean that conveys the readiness before a swing. Achieving this result required careful observation of the original sketch and a steady hand to maintain a continuous, uninterrupted line throughout the drawing. The drawing emphasizes the golfer's connection to the golf ball, with the line flowing seamlessly from the head to the hands and the club head.

The success of this piece lies in the smooth transitions between body parts, such as the arms, legs, and torso, without breaking the line. The contours carefully outline key elements, such as the hat, the curves of the shoulders, and the grip on the club, to create a clear and balanced figure. By adjusting the flow and direction of the line, the drawing captures the golfer's movement and precision. This work demonstrates a strong understanding of proportion and flow, bringing the figure to life while maintaining the simplicity and elegance of a continuous contour drawing. The final result reflects both focus and skill in recreating the golfer's poised stance.



Name: _____

49

Copyright © 2013
www.ck12.org

Rough Copy

Create a continuous contour line drawing of a figure in motion.

PERVALENS

Peer Feedback:

Answer the questions below:

1) Partner's name:

2) What type of subject did your partner choose for their continuous contour drawing?

3) What did you like about their continuous contour drawing?

4) What did you learn from their drawing? (Especially in regard to their use of line and capturing movement)

5) Questions you have about their continuous contour drawing:

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



Criteria

Use the criteria below to complete the activity.

Criteria	Description
Choosing A Clear Reference	Select a photo of a person in motion that shows a strong sense of movement. The pose should be easy to follow with lines.
Using Continuous Line Technique	Draw the figure using drawing without lifting your pencil, creating one continuous line. The line should outline the whole figure's shape and capture the motion.
Focusing On Proportions	Pay attention to body proportions—make sure arms, legs, and torso are the right sizes and positions relative to each other.
Capturing Key Details Without Lifting	Include essential details like curves in the body or folds in clothing by continuing the line smoothly without lifting it.
Showing Energy And Movement	Make sure the drawing shows the person's motion or action clearly, like jumping or running, using flowing and expressive lines.

Rubric

How did you do?

Mark

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Choosing A Clear Reference	Image lacks clear motion.	Image shows some motion, but it's not easy to follow.	Image has clear motion, but some details are missing.	Image shows strong, easy-to-follow motion.
Using Continuous Line Technique	Pencil lifted often, breaking flow.	Some continuous line, but frequent breaks.	Mostly continuous line with minor breaks.	Smooth, continuous line with no lifting.
Focusing On Proportions	Proportions are incorrect.	Some proportions correct, but major errors.	Mostly correct proportions with minor errors.	Accurate, realistic proportions.
Capturing Key Details Without Lifting	Few details captured, frequent lifting.	Some details, but pencil lifted often.	Most details captured with few lifts.	All key details captured smoothly without lifting.
Showing Energy And Movement	Figure looks static and stiff.	Some motion shown, but still looks stiff.	Clear motion, but energy could be better.	Strong motion and energy.

Understanding Foreshortening

What is Foreshortening?

Foreshortening is an art technique used to create the illusion that an object or figure is receding into space. It makes a drawing or painting appear three-dimensional and realistic. Artists use foreshortening to show depth and perspective, making objects look like they extend toward the viewer. This skill transforms flat drawings and adds a sense of movement and dimension.

How Artists Use Foreshortening

Artists apply foreshortening to objects or body parts at an **angle** to the viewer. For instance, if an artist wants to draw a person reaching out with their arm, they will draw the arm shorter than its actual length to show that it is coming toward the viewer. This technique involves:

- Drawing parts of the body or object closer to the viewer **larger**, while making parts that are farther away **smaller**.
- Carefully studying the **angle** and position of the object in relation to the viewer.
- Using overlapping shapes and shading to enhance the **effect of depth**.

One example of foreshortening in art is seen in Michelangelo's painting on the ceiling of the Sistine Chapel. In his depiction of Adam, his arm is extended toward God, and the use of foreshortening makes the arm appear to come out of the painting.

Famous Artworks Featuring Foreshortening

Many famous artists have mastered the use of foreshortening in their realistic and dramatic pieces. Notable examples include:

- **Andrea Mantegna:** His painting *The Descent from the Cross* is one of the most famous examples. In this artwork, Mantegna uses foreshortening to make the figures' bodies appear to extend toward the viewer, creating a powerful sense of depth and drama.
- **Raphael:** In *The School of Athens*, Raphael uses foreshortening to create realistic perspective among the figures in the scene, giving a sense of space and placement.
- **Caravaggio:** In *The Supper at Emmaus*, Caravaggio skillfully uses foreshortening to make the viewer feel as if parts of the table and figures are extending into their space, creating a sense of immediacy and drama.



Questions

Answer the questions below.

1) How does foreshortening make a drawing more realistic?

2) Why do artists shorten the body when using the foreshortening technique?

True or False

Is the statement true or false?

1) Artists use foreshortening to show depth in art.	True	False
2) Foreshortening helps create the illusion of depth and movement.	True	False
3) Overlapping shapes are not needed to show foreshortening.	True	False
4) Foreshortening only works with human figures, not with objects.	True	False
5) The Lamentation over the Dead Christ does not use foreshortening.	True	False

Making Connections

Describe a time when you've seen foreshortening used in a work outside of class.

**Foreshortening
Worksheet**

Refer to the example below and create an artwork using foreshortening technique

Step 1: Visualize the outline where the closest and far parts of the subject will be on the page to show depth.

Step 2: Draw light circles, ovals, etc. to outline the subject, making the closest parts larger.

Step 3: Draw the subject to show depth and ensure proportions while compressing the far end.

Step 4: Lightly draw perspective lines converging to a vanishing point, ensuring proportions accurate.

Step 5: Smooth out and refine the shapes, adding essential details and contours for a natural look.

Step 6: Erase extra guidelines, refine the outline, and ensure foreshortened parts are emphasized for a realistic effect.

**Practice
Foreshortening**

Draw your hand from your perspective, with the palm closest, appearing larger, and the fingers gradually shrinking as they extend into the distance.

Activity: Dramatic Pose With Foreshortening

Objective

What are we learning about?

Students will learn to capture and draw foreshortened figures by taking photos of themselves in dramatic poses that emphasize perspective. This activity helps students learn how to use foreshortening to create depth in their artwork.

Materials

What is needed for the activity

- Smartphones or tablets with cameras (or online images)
- Printer (or display device)
- Drawing paper, pencil
- Coloured pencils or markers (optional)



Instructions

How you will complete the activity

1. Pair students or let them work individually to take photos highlighting dramatic foreshortening poses, like reaching out toward the camera.
2. If a smartphone or tablet with a camera is not available, students can find dramatic posed images online to use as reference.
3. Have each student or pair find a space where they can stand and take photos or select online images.
4. Guide students to experiment with different angles and poses to see how perspective changes with arm or leg positions.
5. Students should take or select at least three different photos showing dramatic foreshortening.
6. Print the photos if possible, display them on their devices, or show the images if a printer is not available.
7. Have students pick one photo as their main reference and start drawing it.
8. Encourage students to start with light pencil lines to outline the basic shapes and proportions of their pose.
9. Once the main shapes are drawn, guide students to add details and shading to enhance the depth and realism.
10. If desired, students can use coloured pencils or markers to add finishing touches.

Dramatic Pose Ideas

Below is a list of dramatic poses you can choose for your foreshortening photo shoot or to look for online.

Poses	Description
Reaching	Pose with one arm extended forward toward the camera for an exaggerated effect of foreshortening.
Holding an Item	Hold an item like a ball or pencil close to the camera while keeping the rest of the body in the background.
Leaping Forward	Take a jump photo where one leg is extended toward the camera, creating a dramatic sense of depth.
Pointing Directly at the Camera	Point fingers directly at the camera lens, making it appear larger than the rest of the body.
Lying on the Floor	Lie on the floor with hands stretched out toward the camera to create a sense of depth and foreshortening.
Crouching with an Extended Hand	Crouch low to the ground while one hand reaches toward the camera to emphasize perspective.
Peeking Around a Corner	Pose with just a head or body peeking out from behind a wall or object to create a dramatic viewing angle.
Leaning Forward	Lean forward with one arm reaching toward the camera to show foreshortening from the side.
Sitting with Legs Stretched Out	Sit with legs pointed directly at the camera to make them appear larger while the body recedes into the background.
Climbing Pose	Pretend to be climbing a wall with one foot pressed toward the camera for a dynamic foreshortened effect.
Throwing Motion	Pose as if throwing a ball or object toward the camera, with the hand and arm leading forward.
Stretched Out with Props	Use a prop like a long stick or broom held close to the camera for added visual interest and foreshortening.
Kneeling with an Extended Arm	Kneel on one knee while extending an arm straight toward the camera for dramatic depth.
Looking Up with a Raised Hand	Pose as if shielding your eyes from the sun, with one hand reaching up and forward toward the camera.
Pretend Pulling an Invisible Rope	Simulate pulling an invisible rope with arms stretched toward the camera for an action-filled shot.
Dramatic Fall Backward	Lean back as if falling, with arms outstretched toward the camera to create a dynamic, foreshortened view.

How-To-Guide

The steps below will guide you through creating a dramatic pose photography sketch.

Step		Description
1	Choose Partner or Work Alone	Decide if you'll work with a partner or alone. Partners can help capture dynamic angles and adjust poses.
2	Brainstorm Poses With Foreshortening in Mind	Think of poses that bring part of your body close to the camera, like reaching out or pointing forward.
3	Set Up Your Camera or Phone	Place the camera on a stable surface or have a partner hold it. Ensure it's angled to capture your full pose.
4	Take Multiple Photos From Different Angles	Shoot from various angles and distances. Try close-ups and wide shots to find the most dynamic shot.
5	Review Photos and Choose Your Favourite	Look through your photos and select the one with the best foreshortening and dramatic effect.
6	Print or Transfer the Selected Photo to a Device	Print your chosen photo or save it on a tablet, so it's easy to reference while sketching.
7	Prepare Your Sketching Materials	Gather your drawing paper, pencils, erasers, and any other tools you need to start sketching.
8	Draw Light Guidelines for Proportions	Start by sketching basic body outlines to map out your body's proportions on the drawing paper.
9	Focus on Foreshortening in Your Sketch	Emphasize the parts of your body that are closest to the camera, making them appear larger and more detailed.
10	Add Details to Your Pose	Gradually add details like fingers, facial features, and clothing lines to make the sketch more realistic.
11	Enhance the Sketch with Shading and Texture	Use shading to add depth and shadows, focusing on areas closer to the camera for a three-dimensional look.
12	Review and Refine Your Work	Step back and check your sketch. Refine any lines and add final touches to enhance the dramatic effect.

Example

Example of a foreshortening sketch of me in a base-ball throw pose



Creating a Dramatic Baseball Throw with Foreshort

To make this sketch look dramatic and realistic, I used foreshortening to show a baseball being thrown directly at the viewer. I made the hand and baseball much larger than the rest of the body, making them look closer to the viewer. The player's arm stretches forward, emphasizing the motion of the throw. By focusing on simple lines and a bold outline, the drawing looks active and eye-catching, even without extra details or background. This helps make the throw feel powerful and real.

Planning

Answer the questions below.

1) What type of pose will you use for your drawing?

2) How will you use foreshortening in your drawing?

3) Which parts of the pose will appear closest to the viewer?

4) Why did you choose this pose for foreshortening?

5) How will you ensure the proportions are realistic?

6) How will you add shading to create depth?

7) What feeling or action do you want your pose to communicate?

Name: _____

74

Student's Experience
01.2.01.3

Rough Copy

Sketch your dramatic pose photo using the foreshortening technique.

PERVALENS

Peer Feedback

Answer the questions below

1) Partner's name _____

2) What kind of _____ did your partner choose for their drawing?
(Describe the _____ position of the figure.)

_____3) Does your partner's drawing show _____ shortening effectively?
_____ ☐ Yes ☐ No4) Which parts of the body _____ viewer in your partner's drawing?

_____5) What part of the drawing _____ out to _____ you?

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



Criteria

Use the criteria below to complete the activity

Criteria	Description
Understanding Foreshortening	Show that you understand how to draw a figure reaching out by making the closer parts larger.
Accurate Proportions	Draw body parts in proportion while adjusting for perspective to make the sketch realistic.
Adding Depth With Shading	Use shading to create depth and make your drawing look three-dimensional.
Detailing And Refinement	Add fine details to the sketch to enhance realism and focus on important features.
Observation Skills	Pay close attention to the reference photo to capture the pose and foreshortening accurately.

Rubric

How did you do on the

Mark

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Understanding Foreshortening	Minimal understanding; unclear parts.	Some understanding; parts slightly larger.	Good understanding; parts clearly larger.	Excellent use; strong depth.
Accurate Proportions	Proportions off; no perspective.	Somewhat accurate; needs adjustment.	Accurately drawn; good perspective.	Very accurate; realistic perspective.
Adding Depth With Shading	Little shading; looks flat.	Some shading; limited depth.	Noticeable depth; good shading.	Strong depth; excellent shading.
Detailing And Refinement	Few details; basic look.	Some details; needs refinement.	Good details; realistic look.	Highly detailed; great focus.
Observation Skills	Minimal reference use; inaccuracies.	Some reference use; needs work.	Good reference use; accurate.	Excellent reference use; precise.

Activity Title: Create Your Own Action Flipbook**Objective** What are we learning about?

Students will create a flipbook that shows a character performing an action sequence. They will break down complex movements into smaller steps, understand dynamic movement, and gain a sense of motion through sequential drawings.

Materials What do we need for the activity?

- Small blank flipbooks or a stack of index cards (50–100)
- Pencils and eraser
- Black marker or fine-line pen
- Coloured pencils or markers
- Paper clips or binder clips to hold flipbooks together

**Instructions** How you will complete the activity

1. Decide on an action for your character, such as jumping, running, or playing a sport. Think about how this action can be shown in small steps.
2. Take one index card and draw your character in the first pose of the action. Keep your character simple so it's easy to repeat.
3. On the next index card, draw the character slightly changed from the first drawing to show the next small movement in the action.
4. Repeat the process on each card, making small changes to show the progression of movement.
5. Focus on the key poses, ensuring each step flows naturally to the next.
6. When finished, outline your drawings with a black pen and add colour if desired.
7. Stack the cards in order and secure them with paper clips or binder clips.
8. Flip through your cards quickly to see your character's action come to life. Adjust any frames if needed for smoother movement.

Flipbook Action Ideas

Here are action ideas for your flipbook animation project.

Action	Description
Jumping Over An Object	Show a character running toward a hurdle, jumping over it, and landing.
Doing A Cartwheel	Depict a character spinning with arms and legs changing positions as they turn.
Throwing A Ball	Show a character winding up, throwing a ball, and following through.
Kicking A Soccer Ball	Draw a character stepping forward, kicking a ball, and watching it go away.
Flipping A Pancake	Show a character flipping a pancake in the air and catching it in a pan.
Riding A Skateboard	Illustrate a character pushing off, balancing, and performing a trick.
Playing A Guitar	Draw a character holding a guitar, showing hand and arm movements.
Blowing Up A Balloon	Depict a character inflating a balloon, inflating it, and tying it off.
Jumping Into A Pool	Show a character jumping off a diving board, entering the water, and making a splash.
Bouncing A Basketball	Draw a character dribbling a basketball and preparing to shoot.
Swinging On A Swing	Illustrate a character swinging back and forth, gradually gaining height.
Running A Race	Depict a character starting a race and crossing the finish line with excitement.
Eating An Ice Cream Cone	Show a character licking an ice cream cone, with the scoop slowly shrinking.
Flying A Kite	Draw a character launching a kite and watching it fly in the sky.
Rolling A Bowling Ball	Show a character rolling a ball and the ball hitting pins.
Climbing A Ladder	Depict a character stepping up a ladder, reaching the top, and looking down.
Swinging A Bat	Draw a character swinging a baseball bat, connecting with the ball, and following through.
Waving A Flag	Show a character waving a flag back and forth energetically.
Making A Paper Airplane	Illustrate a character folding paper, throwing the airplane, and watching it glide.

How-To-Guide

The steps below will guide you through creating your flip book.

Steps		Description
1	Choose Your Action	Decide on an action your character will perform, like jumping, dancing, or throwing a ball. Think of an action that has clear steps.
2	Gather Your Materials	Get index cards or a small flipbook, pencils, erasers, a pen for writing, and coloured pencils if you want to add colour.
3	Plan The Action	Imagine how your character will move step by step. Think about the starting point and how the motion will progress to the end.
4	Draw The First Frame	On the first card, draw your character in the starting position. Keep the background simple to make repeating easier.
5	Draw The Next Frame	On the next card, draw your character slightly changed to show the next small step in the action. Focus on smooth transitions.
6	Repeat The Frames	Continue drawing each card, making small changes to the character's position to show the motion. Draw all frames in order.
7	Focus On Key Poses	Include important moments, such as when a ball is thrown or a jump reaches its highest point, for your sequence.
8	Outline And Add Details	Go over your drawings with a black pen. Add colour if desired but keep it simple to make copying easier.
9	Organize The Frames	Stack the frames in order and clip them together with paper clips or binder clips to keep them secure.
10	Test Your Flipbook	Flip through the cards quickly to check the animation. Make sure the action looks smooth and adjust any frames if needed.

Example

Example of a sequential drawing of a running action for a flipbook



Planning

Answer the questions below

1) What action will your flipbook show?

2) Why did you choose this action for your flipbook?

3) What is the story of your character in the flipbook?

4) What are the main steps or actions your character will show?

5) How will you make your frames flow smoothly together?

6) How will you make sure your character design is consistent throughout the flipbook?

7) What details will you add to make your character's action clear and fun to watch?

PREVIEW

Name: _____

82

Copyright © 2014
All Rights Reserved

Rough Copy

Sketch your sequential drawings of your chosen action for your flipbook.

PERVALENS

Peer Feedback

Answer the questions below

1) Action chosen for the flipbook:

2) Partner's comment:

3) Why I liked my partner's flipbook or approach:

4) What I learned from my partner's flipbook:

5) Questions I have about my partner's flipbook:

6) Two highlights and one area for improvement in my partner's flipbook:



Criteria

Use the criteria below to complete the activity.

Criteria	Description
Consistent Character	Draw a character that stays consistent in size, shape, and features across all frames to create a smooth animation.
Smooth Transitions	Use gradual changes between frames to ensure the action flows smoothly when the cards are flipped.
Attention To Key Poses	Pay attention to drawing key moments in the action to capture the most important parts of the movement sequence.
Neat And Clear Drawings	Each frame should be neat and easy to see, with clean lines and no clutter, ensuring the readability of the flipbook.
Organization Of Frames	Frames should be in the correct order and secured properly with clips so they don't get mixed up.

Rubric

How did you do on the activity?

Mark

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Consistency in Character Design	Character changes too much between frames.	Some consistency in character design.	Character is consistent in design.	Character is fully consistent in all frames.
Smooth Transition of Movement	Movement is choppy and unclear.	Some transitions are smooth, others are not.	Transitions are mostly smooth and clear.	Movements are perfectly smooth and natural.
Attention to Key Poses	Key poses are unclear or missing.	Key poses are present but lack clarity.	Key poses are clear and effective.	Key poses are clearly defined and detailed.
Neat and Clear Drawings	Drawings are messy and hard to see.	Some frames are neat, others are messy.	Drawings are mostly neat and easy to see.	All drawings are neat and detailed.
Organization of Frames	Frames are out of order or unsecured.	Some frames are out of order or loose.	Frames are ordered and secured.	Frames are perfectly ordered and secured.

Understanding Papier Mâché

The Art and History of Papier Mâché

Papier mâché, meaning "chewed paper" in French, is an art technique where paper is combined with glue or paste to create lightweight, strong sculptures. It is popular for making masks, puppets, and decorative objects. It is popular because it is affordable and easy to use.

This method has been used for centuries. Early examples date back to ancient Egypt, where papier mâché was used to make helmets. In 17th-century France, it was used to make trays, furniture, and other decorative items.



Materials Needed for Papier Mâché

To create a papier mâché sculpture, you only need a few simple materials:

- 1) **Paper:** Newspaper is a common choice, but you can also use tissue paper or plain white paper.
- 2) **Adhesive:** Paste or glue. White glue is best. Many people use flour and water to make a homemade paste.
- 3) **Structure:** Objects like balloons, cardboard boxes, or wire frames are used as a base to build your project.
- 4) **Paint and Decorations:** Acrylic paint and brushes can be added once the sculpture is dry.

Steps to Create Papier Mâché

- 1) **Prepare the Paste:** If you are using a flour-based paste, mix one part flour with one part water to create a thick consistency. Let it sit for 10 minutes, then stir again to make it smoother.
- 2) **Tear the Paper:** Rip paper into strips. Smaller strips are better for detailed projects.
- 3) **Build the Base:** Choose a base, such as a balloon, cardboard box, or wire frame. For flat designs, use cardboard.
- 4) **Apply Layers:** Dip paper strips into the paste and lay them over your base. Overlap pieces to make it strong. Add 2-3 layers and let it dry after each layer.
- 5) **Finishing Touches:** Once dry, sand rough edges, paint, and decorate.

Fun Facts About Papier Mâché

- **Strength:** When layered and dried, papier mâché can be as strong as wood!
- **Eco-Friendly:** Many papier mâché projects reuse old paper, making it a sustainable art form.
- **Modern Use:** Today, papier mâché is used in theatre props, parade floats, and even furniture.

Papier mâché is a versatile and creative way to turn paper scraps into art!



Questions

Answer the questions below.

1) Name two materials you need to create a papier mâché project.

2) What is the purpose of taping paper strips in papier mâché?

3) Give one modern use for papier mâché mentioned in the report.

Matching

Match the term with its definition.

Papier mâché

Paste

Base

Sanding

☐ Used to create papier mâché sculptures.☐ Glue or adhesive used to attach paper strips.☐ A French term for "paper."☐ Structure that supports the layers of papier mâché.**Opinion**

Why do you think papier mâché is still used today despite other materials?

Activity: Papier Mâché Face Masks**Objective**

What are we learning about?

Students will learn about facial proportions, sculpting techniques, and artistic design while creating papier mâché masks that have a theme like animals, festivals, or characters. They will choose a specific type of mask to design and create.

Materials

What do we need for the activity?

- Newspaper (or any paper), tape, glue sticks & scissors
- Balloons (1 per student) & Water (for glue) & flour (for paste)
- Water, mixing bowl, brushes, and colour paint
- Small containers for water and paint

**Instructions**

How you will complete

1. Inflate a balloon to the size of a child's head and tie it securely. This will serve as the base for the mask.
2. In a mixing bowl, combine glue or flour with water to create a thick paste. If using flour, mix until the consistency is smooth and free of lumps.
3. Decide on a specific theme or type of mask to create, such as an animal, a cultural mask, or a fantasy character.
4. Dip strips of newspaper into the paste, ensuring they are fully coated but not dripping. Remove excess paste by running the strip between your fingers.
5. Lay the strips of newspaper over the balloon, covering it completely. Smooth each strip down with your fingers to remove air bubbles. Apply at least three layers, letting each layer dry partially before adding the next.
6. Once the layers are completely dry and firm (this may take a day), carefully remove it. The hardened papier mâché shell will remain on the balloon.
7. Use scissors to cut the edges of the mask for a cleaner finish and to create eye, nose, and mouth holes.
8. Paint the mask using a combination of colours, patterns, and designs to express a theme, mood, or character. Allow the paint to dry completely.
9. (Optional) Attach string or elastic to the sides of the mask to make it wearable.

**Ideas For
Face Masks**

Below is a list of masks you may choose to create for your papier mâché face mask.

Mask	Description
Animal Mask	Create a mask of your favourite animal, like a cat, dog, or tiger, using various colours and patterns.
Superhero Mask	Create a superhero mask with sharp lines and bright colours to show the character's powers or personality.
Cultural Mask	Create a traditional mask from a specific culture, like African or Mexican, and recreate its style.
Fantasy Creature Mask	Create a mask of a mythical creature like a dragon, unicorn, or alien, using creative colours and details.
Emotion Mask	Create a mask using different colours and textures to show an emotion, like happiness or anger.
Nature-Themed Mask	Design a mask inspired by nature, such as leaves, flowers, or trees, with earthy tones or vibrant greens.
Character Mask	Create a mask inspired by a fictional character from a book, movie, or game, focusing on their unique look.
Monster Mask	Make a scary or creepy mask with exaggerated teeth, horns, or eyes.
Festival Mask	Create a mask inspired by festive events like Mardi Gras or Carnival, with bright colours and patterns.
Robot Mask	Design a futuristic robot mask using metallic colours and sharp geometric shapes.
Ocean-Themed Mask	Make a mask inspired by the ocean, like a fish, shark, or mermaid, with flowing and shimmering patterns.
Bird Mask	Create a mask of a bird, like an owl or parrot, focusing on feathers and a beak.
Zombie Mask	Make a spooky zombie mask with ripped textures, dark colours, and "scars" for details.
Crown Mask	Create a royal-themed mask with crown-like shapes and elegant designs.
Fairy Mask	Create a whimsical fairy mask with soft pastel colours, flowers, and delicate shapes.
Sports-Themed Mask	Design a mask inspired by your favourite sport or team, using related colours and symbols.
Historical Mask	Research a famous historical figure or event and create a mask based on it, like a knight or pharaoh.

How-To-Guide

The steps below will guide you through creating a papier mâché mask.

Steps		Description
1	Inflate Balloon	Inflate a balloon until it's face-sized. Tie it securely to keep the air inside.
2	Mix Paste	Mix white glue or flour with water in a bowl. Stir until it becomes smooth and thick.
3	Tear Newspaper Strips	Tear newspaper into 1-2 inch wide strips. Avoid making the strips too straight.
4	Dip Newspaper Strips	Dip strips of newspaper into the paste, and slide it through your fingers to remove excess.
5	Apply Strips to Balloon	Layer strips onto the balloon, smoothing them down to remove wrinkles.
6	Cover The Entire Balloon	Continue until the entire balloon is covered. Overlap the strips for extra strength.
7	Build Three Layers	Add at least two more layers of papier mâché. Let each layer dry fully before adding the next.
8	Pop The Balloon	Once dry, carefully pop the balloon and remove it from the hardened papier mâché shell.
9	Cut Eye And Mouth Holes	Use scissors to cut out eye and mouth holes. Shape the edges for your mask design.
10	Add Features	Use extra papier mâché to create facial features like a nose, horns, or ears.
11	Sand The Mask	Lightly sand the surface of the mask to make it smooth and ready for painting.
12	Decide On A Theme	Choose a theme, like an animal or superhero. Decide your mask's design and colours.
13	Paint The Mask	Paint the mask with acrylic or tempera paint. Start with a base coat, then add patterns.
14	Add Final Decorations	Enhance your mask with glitter, feathers, or other materials to fit your theme.
15	Attach String Or Elastic	Attach string or elastic to the sides to make your mask wearable, if desired.
16	Let Everything Dry	Allow all paint, glue, and decorations to dry completely before handling your mask.

Example

Example of a papier mâché face mask



Mask Of Excitement

I decided to make an emotion mask because I wanted it to show excitement. I chose bright colours like purple, orange, and blue to make it fun and full of life. The colours remind me of festivals where everyone is joyful and expressive. To make the mask, I started by layering newspaper strips on a balloon with glue, making sure the layers were smooth. I added extra layers to shape the nose and cheeks, giving it more detail. Once it dried, I painted it with bold, messy strokes to give it energy. The final mask looks bright and unique, and I'm proud of how the colours and texture show emotion and creativity.

Planning Page

Answer the questions below.

1) What type of mask are you creating?

☐ Animal☐ Superhero☐ Cultural☐ Fantasy Creature☐ Other:

2) What is the theme of your mask?

3) What colour(s) will you use for your mask?

•

•

•

•

•

4) How will the colours and designs express your chosen theme?

5) What specific features will you sculpt to bring your mask to life (e.g., horns, feathers)?

6) What part of the mask do you think will be the most challenging to create?

7) How do you want people to feel when they see your mask?

Name: _____

92

Student Information
01.2.01.1

Rough Copy

Sketch the mask you are planning to make here.

PERVALENS

Reflection

Answer the questions below.

1) Describe one detail in your mask design that you are especially proud of. Why do you think it fits your chosen theme well?

2) Describe 3 challenges you faced creating your mask. How did you overcome these challenges?

Challenge

How You Overcame The Challenge

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Layering Techniques	Apply newspaper strips smoothly, overlapping them slightly to avoid gaps and create a sturdy structure.
Proportion and Balance	Place the mask's features (eyes, nose, mouth) are placed correctly for natural proportions.
Sculpting Details	Add features like eyebrows, cheekbones, or a nose with extra clay to make them stand out.
Smooth Finish	When dry, brush gently and smooth out any bumps before painting for a final appearance.
Creative Design	Choose colors, patterns and shapes that clearly express a theme, character or emotion.

Rubric

How did you do on the activity?

Mark

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Layering Techniques	Layers uneven, incomplete	Layers somewhat even, some gaps	Layers smooth, few gaps	Layers smooth, fully even
Proportion and Balance	Features misplaced	Features mostly correct	Features accurate, balanced	Features accurate, balanced
Sculpting Details	Few or no details	Some details, unclear	Details mostly clear	Details very clear, refined
Smooth Finish	Rough edges or bumps	Edges somewhat smooth	Edges mostly smooth	Edges neat, very smooth
Creative Design	Plain or unclear design	Basic creative effort	Creative, fits theme	Very creative, theme strong

Understanding Totem Poles

What is a Totem Pole?

Totem poles are tall wooden sculptures carved by indigenous peoples of the Pacific Northwest Coast in North America. They are made from large cedar trees and feature designs that hold deep cultural meaning. Totem poles are not just art; they tell stories, represent family lineages, and honour ancestors or spiritual beings.

Colours and Their Meanings

The colours used in totem poles are not random. Traditional colours like black, red, blue-green, and white are created from natural materials like charcoal, ochre, and copper.

Each colour carries specific meanings:

- **Black:** Represents the earth, water, and the supernatural.
- **Red:** Symbolizes energy, life, and power.
- **Blue-Green:** Stands for water, fertility, and the supernatural.
- **White:** Reflects purity and light.

The choice and contrast of colours help key features, like eyes or claws, stand out to make the story clearer.

Shapes and Outlines

Totem poles often include animals or mythical creatures like eagles, bears, wolves, and thunderbirds. Each figure represents something important in the story.

- **Eagle:** Strength and leadership.
- **Bear:** Courage and protection.
- **Wolf:** Loyalty and teamwork.
- **Thunderbird:** A powerful spirit that controls storms.

Clear, bold outlines are used to define these shapes, making them visible from a distance.

How Totem Poles Are Organized

Totem poles are built from the bottom up, with each figure placed in a specific order. This order tells the story. The bottom figures are often animals or characters that form the foundation of a family or story, while the top figure might be a spirit or a deity, representing the most important part of the tale.

Key Features to Look For

When examining a totem pole, focus on these key elements:

- 1) **Colour Choices:** Notice the use of black, red, blue-green, and white. How do these colours work together?
- 2) **Contrasts:** Look for how shapes and outlines create emphasis.
- 3) **Figures:** Identify the animals or symbols and think about their meanings.
- 4) **Story Order:** Start from the bottom and move upward to understand the story.



Questions

Answer the questions below.

1) How are totem poles used to tell stories?

2) What is the primary type of wood used for carving totem poles?

3) Why is blue-green considered a natural colour on totem poles?

Fill in The Blanks

Complete the sentences by filling in the blanks.

1) _____ and _____ are two materials used for traditional colours.

2) The colour _____ is often used to represent _____ and life.

3) The _____ symbolizes strength and leadership on a totem pole.

4) The _____ symbolizes power and strength on a totem pole.

5) Totem poles are read from _____ to _____, telling their story.

True or False

Is the statement true or false?

1) Red ochre is used to make traditional totem pole colours.	True	False
2) The eagle on a totem pole symbolizes strength and leadership.	True	False
3) Bold outlines on totem poles help their details be visible up close.	True	False
4) Totem poles are read from the top figure down to the bottom.	True	False
5) The bottom figure on a totem pole represents the family's guardian.	True	False

**Totem Pole
Worksheet**

Trace the totem pole & colour using traditional colours, then write a paragraph explaining your colours' meanings and the story they convey.



Activity Title: Contrasted Totem-Inspired Mask Design**Objective** What are we learning about?

Students will create a mask inspired by Totem Pole art, incorporating bold animal icons into the design, focusing on the use of bright colours in contrast with dark outlines. This activity aims to explore how colour and contrast create visual intensity and evoke specific emotions, connecting their designs to the cultural significance of Totem Pole art.

Materials What do we need for the activity?

- White paper or parchment
- Crayons, pencil crayons (various bright colours)
- Black marker for outlines
- Pencil and eraser

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

1. Begin by observing examples of Totem Pole art, focusing on how animal icons like eagles, bears, and wolves are incorporated into the design.
2. Use a pencil to lightly sketch a mask design on white paper, incorporating at least one animal icon inspired by Totem Pole art.
3. Decide on an emotion you want your mask to represent (e.g., happiness, or anger) and choose colours that reflect this emotion.
4. Colour in the shapes and animal features of your mask using crayons, or markers, making sure to use bright colours. Leave room for bold outlines.
5. Use a black marker to add thick outlines around the animal icon and other shapes, emphasizing details and creating strong contrast.
6. Optional: Carefully cut out your mask shape or leave it as a flat artwork for display.
7. Share and discuss your mask design with classmates, explaining how the animal icon, colours, and outlines represent your chosen emotion.

**Ideas For
Totem Art**

Here are animal and colour ideas you can choose to create totem-inspired mask design.

Animal	Description/Meaning	Colours
Eagle	Represents wisdom, vision, and strength. Often symbolizes freedom and spiritual connection.	Blue, white, black, or gold
Bear	Represents courage, protection, and leadership. Bears are often seen as guardians and symbols of bravery.	Brown, red, black, or green
Wolf	Represents loyalty, teamwork, and communication. A symbol of family and community bonds.	Grey, black, blue, or silver
Raven	Represents mystery, transformation, and intelligence. Often seen as a bringer of messages.	Black, purple, white, or yellow
Orca (Killer Whale)	Represents power, hunting, and travel. Orcas are symbols of strength and adaptability.	Black, white, blue, or green
Frog	Represents transformation and communication. Seen as a symbol of change and rebirth.	Green, yellow, black, or blue
Thunderbird	Represents power, protection, and spirituality. A mythical creature associated with great strength.	Black, red, yellow, or white
Salmon	Represents perseverance, journey, and abundance. Symbolizes cycles and returning home.	Pink, orange, blue, or silver
Beaver	Represents hard work, determination, and resourcefulness. Often symbolizes building and community.	Brown, green, black, or blue
Owl	Represents wisdom, insight, and mystery. A symbol of knowledge and awareness.	Grey, black, white, or gold
Fox	Represents adaptability, cleverness, and mystery. A symbol of quick thinking and resourcefulness.	Orange, white, black, or brown
Hummingbird	Represents joy, resilience, and healing. A symbol of lightness and energy.	Green, pink, blue, or yellow
Turtle	Represents patience, longevity, and protection. A symbol of being grounded and wisdom.	Brown, green, black, or grey
Snake	Represents transformation, renewal, and intuition. A symbol of rebirth and adaptability.	Black, green, yellow, or red
Deer	Represents gentleness, grace, and intuition. A symbol of sensitivity and peace.	Brown, white, green, or gold
Moose	Represents strength, independence, and endurance. A symbol of resilience and wisdom.	Brown, green, black, or gold

How-To-Guide

The steps below will guide you through creating a colour contrast totem-inspired mask design.

Step		Description
1		Learn about Totem Pole art, focusing on how it uses bold animal icons, bright colours, and symbolic patterns.
2	Choose an Emotion and Animal	Decide on an emotion for your mask (e.g., anger, calm) and decide which animal to represent it.
3	Sketch Your Mask	Lightly sketch your mask on a sheet of paper using pencil, using bold patterns inspired by Totem Pole art.
4	Add an Animal Icon	Draw a simple animal icon to your design to connect it to the chosen emotion.
5	Select Bright Colours	Select bright colours that represent your chosen emotion, like red for anger or blue for calm.
6	Colour Your Mask	Carefully colour in your mask design using crayons, pencil crayons, or markers, staying within the lines.
7	Add Bold Outlines	Use a black marker to add bold outlines and small shapes and details, ensuring the design is clear and striking.
8	Check For Neatness	Check your work for neatness, fixing any uneven lines to make your mask look polished.
9	Include Creative Patterns	Add creative patterns or textures to your design, ensuring the overall design remains balanced and visually appealing.
10	Write a Reflection	Write a short reflection explaining the emotion your mask represents, the animal you chose, and how the colours help express the emotion.

Example

Example of a colour contrast totem-inspired mask design



This striking mask features bold, symmetrical designs inspired by indigenous art. The dominant black provides a dramatic base, while vibrant red, orange, and green accents create contrast and depth. The colours blend smoothly, with the red symbolizing energy, green renewal, and yellow vitality. The wide, oval eyes and sharp contours evoke strength and alertness, possibly representing a powerful animal like a bear or wolf. The bright colours and geometric patterns stand out against the dark background, emphasizing balance and cultural symbolism in a visually captivating design.

Planning Page

Answer the questions below.

1) What animal did you choose for your Totem-inspired mask, and why did you choose it?

2) What emotion did you choose for your mask to show, and how will it connect to your design?

3) List the bright colours you chose for your mask design.

➤ _____	➤ _____
➤ _____	➤ _____

4) How will the bright colours you chose connect to the emotion in your mask?

5) What patterns or shapes will you include to make your mask look like Totem Pole art?

➤ _____	➤ _____
➤ _____	➤ _____

6) How does your chosen animal connect to the emotion you wanted to show with your mask?

7) How do you think the black outlines will change how your mask looks?

Name: _____

133

Distribution Statement
133.2

Rough Copy

Sketch your Totem-inspired mask design here.

PERVALENS

Reflective Journal

Write a journal about your Totem-inspired mask design.

Instruction

After completing your Totem-inspired mask design, take some time to reflect on what you learned about how your choices influenced your design. Write your answers to the questions below in your journal.

- What was the most difficult part about creating your Totem-inspired mask?
- What was the most challenging part of the mask design process?
- How did the bright colors and black outlines affect the look of your mask?
- How does your mask represent the emotion and animal you chose?
- What did you learn about Totem Pole art and its use of bold shapes and patterns?
- How would you improve your mask design if you could make another one?

PREVIEW

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Incorporation of Animal Icons	Include at least one animal icon in the mask design that reflects the emotion of Totem Pole art, showing an understanding of cultural significance.
Use of Bright Colours	Choose to apply bright colours that match the emotion you want your mask to represent, such as red for anger or blue for calmness.
Effective Black Outlines	Use thick black outlines to emphasize the shapes, animal features, and details in your mask design, creating strong contrast.
Emotion Representation	Clearly show the emotion through the use of colours, shapes, and details, making it easy for others to understand.
Creativity in Design	Add creative details to your mask design, such as interesting textures or shapes inspired by Totem Pole art, while keeping the overall design balanced.

Rubric

How did you do on the activity?

Mark

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Incorporation of Animal Icons	No animal or not clear	Simple animal, few details	Animal icon with some details	Detailed and well-drawn animal
Use of Bright Colours	No bright colours or don't match	Some bright colours, partly match	Bright colours, mostly match emotion	Colours strongly show emotion
Effective Black Outlines	Missing or messy outlines	Outlines there but uneven	Bold and neat outlines	Outlines enhance design
Emotion Representation	Emotion not shown	Emotion partly shown	Emotion is clear	Emotion is strongly shown
Creativity in Design	Lacks creativity, few details	Some creativity, simple details	Creative with good details	Very creative with unique details

Understanding High Contrast Portrait

What is a High Contrast Portrait?

A high contrast portrait is a type of photograph or artwork where the light and dark areas are clearly defined, creating a sharp, dramatic effect. It emphasizes the brightest and darkest parts of the subject, often resulting in a bold and striking appearance. High contrast portraits are used to highlight facial features and textures that might otherwise go unnoticed.



How High Contrast Portraits are Created

Creating a high contrast portrait involves a deliberate use of lighting and shadows. Artists use specific methods to achieve this effect, such as:

- **Lighting:** Direct lighting from one side creates deep shadows on the other side, making facial features stand out. For example, using a strong natural light from a window are commonly used.
- **Background:** A plain black or white background is often used to avoid distractions and enhance the subject's visibility.
- **Editing:** Photo editing software like Photoshop can be used to increase brightness, contrast, and sharpness, making the light and dark areas more pronounced.

Where High Contrast Portraits are Used

High contrast portraits are often used in creative fields, such as:

- **Art Exhibitions:** Artists use this style to evoke strong emotions and create visually appealing artwork.
- **Advertising:** Companies use high contrast images for social media posts or campaigns.
- **Profile Pictures:** Many people choose this style for social media profiles for a bold and unique look.

Key Facts About High Contrast Portraits

Here are some essential details about high contrast portraits:

- 1) **Origins in Art:** High contrast techniques date back to the Renaissance. Artists like Caravaggio used chiaroscuro (the dramatic use of light and shadow) in their paintings.
- 2) **Digital Use:** High contrast photography has grown in popularity with digital editing tools making it easier to create this effect.
- 3) **Visual Impact:** Studies show that high contrast images are 25% more likely to catch attention in a crowded visual space.
- 4) **Black and White Popularity:** Black and white is a common style for high-contrast portraits as it removes colour distractions, focusing on tone and texture.

Questions

Answer the questions below.

1) What is the main purpose of using high contrast in portraits?

2) Name _____ methods _____ achieve high contrast in photography.

3) Why is black and white _____ for high contrast portraits?

Fill In The Blanks

Complete the _____ the blanks.

1) High contrast portraits emphasize the difference between _____ and _____.

2) _____ is the most common _____ high contrast portraits.

3) _____ tools are often used to _____ effects.

4) High contrast portraits are popular in fields like _____.

5) High contrast images are _____ % more likely to be _____ than others.

Matching

Match the term with the correct description.

Digital photography

Advertising

Chiaroscuro

☐ Dramatic use of light and shadow in art☐ Modern method for creating high contrast images easily☐ Campbell's soup cans

**High Contrast
Portrait Worksheet**

Refer to the example sketch that demonstrates a high-contrast portrait, then practice adding high contrast shading on an outline.

Steps to create a high contrast portrait

- 1. Choose Your Reference:** Select a clear photograph of a person or object with distinct features.
- 2. Outline the Features:** Using a pencil, lightly sketch the basic outline of the face, including the jawline and hair.
- 3. Define the Light Source:** Determine the direction where the light is coming from (e.g., top-left or bottom-right).
- 4. Block in Shadows:** Use a darker pencil (e.g., 4B or 6B) or black ink to fill in the shadowed areas.
- 5. Highlight Bright Areas:** Use a lighter pencil or white eraser to catch light completely.
- 6. Increase Contrast:** Deepen the shadows and brighten the highlights by layering more pencil or ink.



Use the outlined sketch below as a guide to create a high contrast portrait by shading. Use black ink or a dark pencil for the shadows.



Activity Title: Dramatic Black And White Portraits**Objective** What are we learning about?

Students will create a striking black-and-white portrait by exploring high-contrast shading, emphasizing the role of light and shadow to convey drama and mood in art. They will understand how high contrast can bring dramatic effects to a portrait.

Materials What do we need for the activity?

- Black and white markers or crayons
- Pencils for sketching
- Ruler (optional, for dividing the paper)
- Reference photo (printed or found online)

**Instructions** How you will conduct the activity

1. Choose (or search online) a black-and-white photo with strong contrasts between light and shadow.
2. Lightly sketch the outline of the face and key features (like the mouth) onto the paper using a pencil. Focus on getting the proportions right.
3. Divide the portrait into areas of light and shadow. Use a ruler or fold to block out sections to guide your shading.
4. Use a black marker or crayon to fill in the darkest shadow areas. Be bold and make the shadows stand out.
5. Use the white crayon or leave sections of the paper blank for the lightest areas or mid-tones, press lightly with the black crayon or blend strokes with the pencil.
6. Add details like the eyes, hair, and other facial features, using the black crayon or marker to enhance the contrast.
7. Step back and review your portrait from a distance to ensure the contrast creates a dramatic effect.

**Ideas For
Portrait**

Here are portrait ideas you can choose to create a dramatic black and white sketch.

Portrait Idea	Description
A Close-Up	Focus on the face, with dramatic shadows around the eyes, nose, and cheekbones.
A Famous Person	Draw a portrait of a well-known person with clear light and dark areas.
An Elderly Person	Draw an older person with wrinkles to show texture and shadow.
A Smiling Expression	Use light and shadow to highlight dimples, teeth, and facial features.
A Sad Expression	Draw deep shadows under the eyes and on the forehead to convey emotion.
A Face With Glasses	Focus on the light and shadows created by the glasses on the face.
A Hooded Figure	Draw a person wearing a hood with shadows partially covering their face.
A Self-Portrait	Use a mirror or a camera to create a personal portrait.
A Face In Motion	Sketch a person laughing or shouting, emphasizing shadows created by their expression.
A Celebrity Portrait	Recreate a portrait of a famous actor, singer, or influencer using strong contrasts.
A Side-Lit Face	Light the face from one side, creating strong shadows on the other.
A Portrait With Hair Details	Focus on both the face and how light falls on the hair or hairline.
A Family Member	Draw a family member, focusing on their unique features and light/shadow areas.
A Historical Figure	Use a black-and-white photo of a historical figure as a reference for dramatic contrasts.
A Portrait With Freckles	Highlight freckles using light shading and focus on shadows around the face.
A Portrait With Makeup	Draw someone wearing bold makeup to emphasize light and shadow contrasts.
A Young Child's Face	Create a soft yet high-contrast portrait of a child's face.

How-To-Guide

The steps below will guide you through creating a dramatic black and white portrait.

Step		Description
1		Pick a black-and-white photo of a face with clear light and dark areas for contrast.
2	Lightly Sketch The Face	Use a pencil to draw the basic shape of the head and facial features accurately.
3	Mark Areas of Light And Shadow	Divide the face into sections of bright light, mid-tones, and deep shadows.
4	Shade The Darkest Areas First	Use a dark charcoal or black crayon to fill in the darkest shadows, like under the chin and around the eyes.
5	Add Highlights For The Light Areas	Leave the lightest areas blank or use a white crayon to show the brightest parts of the face.
6	Blend The Mid-tones Gently	Use light strokes with a pencil or charcoal to smooth transitions between the dark and light areas.
7	Refine The Features And Details	Focus on adding clean details to the eyes, nose, lips, and hair for a realistic look.
8	Check For Strong Contrast	Step back to review your portrait and ensure the light and dark areas look bold and dramatic.
9	Make Final Adjustments	Clean up edges, deepen shadows, or brighten highlights to improve the overall effect.
10	Sign And Display Your Work	Add your name and admire the dramatic effect of light and shadow in your portrait!

Planning Page

Answer the questions below.

1) What expressions and emotions will you focus on for your portrait?

2) Why will your portrait be dramatic? Why?

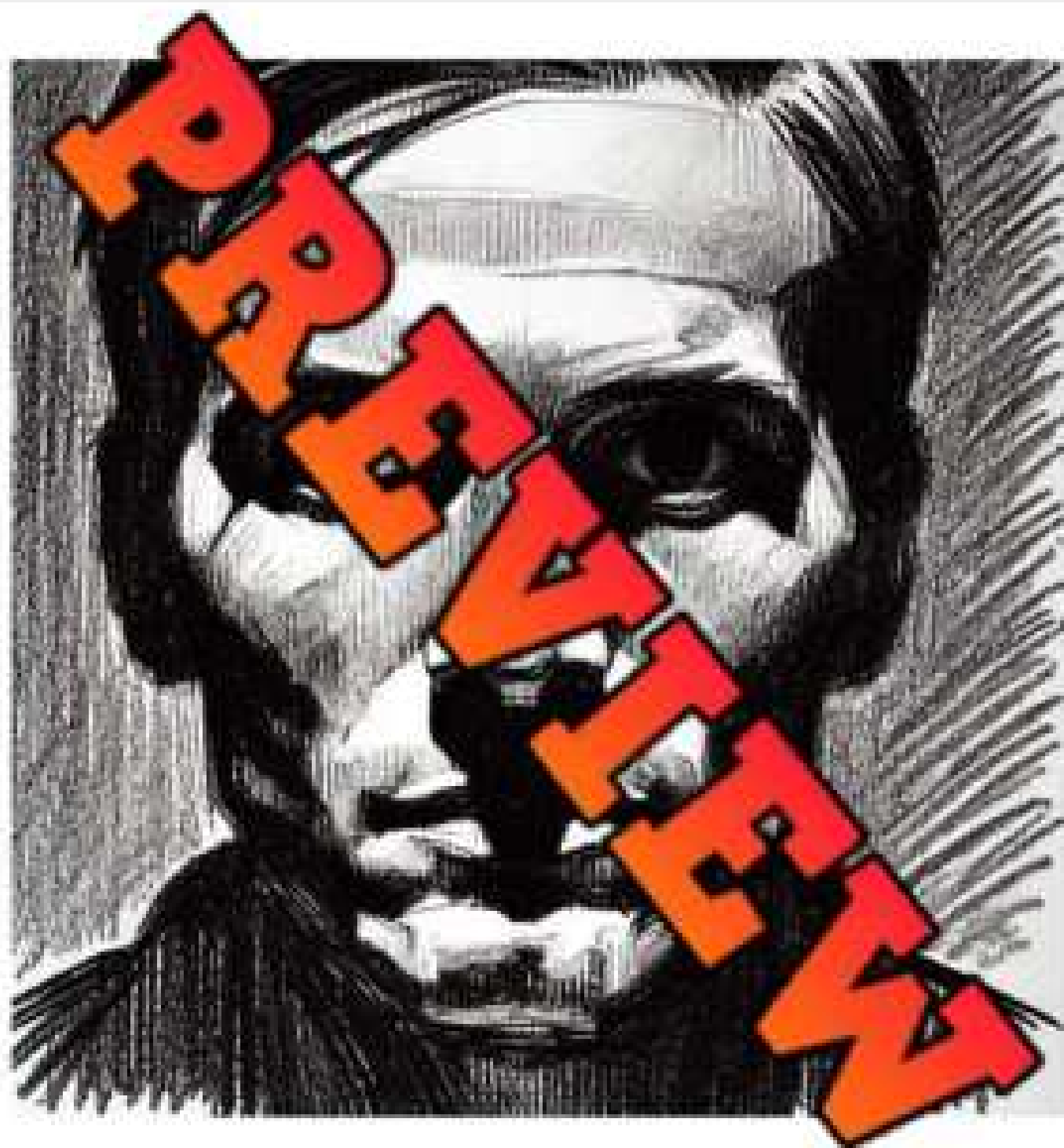
3) How will you balance the light and dark areas in your portrait for a dramatic effect?

4) What emotions do you want your portrait to convey, and how will you show this?

5) What challenges do you think you might face, and how will you overcome them?

6) How will you review your work to make sure the light and dark areas are balanced?

Example A dramatic black-and-white high contrasted portrait with an intense stare.



The Intense Stare

This striking high-contrast sketch was created with deep black shadows and bright white highlights. It captures intense emotion and focuses on how light and dark work together to emphasize facial structure and create a dramatic effect.

Example

A dramatic black-and-white high contrasted portrait.



This artwork masterfully uses high-contrast between black and white to emphasize shadows and highlights, creating a striking sense of depth and dimension. The intense dark tones and bright whites work together to define the intricate details of the face, showcasing emotion and realism. The careful balance of light and shadow not only highlights the facial features but also draws the viewer's attention to the expressive eyes and lips, making the portrait both captivating and dramatic.

Name: _____

145

Copyright © 2012
All Rights Reserved

Rough Copy

Sketch a dramatic black and white portrait.

PERVALENT

**Two Stars
and a Cloud**

Review your classmate's dramatic black and white portrait. Then write two strengths and one area for improvement.

Your Partner's Name	Description
★	
★	
☁	

Question: What was the most dramatic part of your partner's portrait?

Criteria

Use the criteria below to complete the activity

Criteria	Description
Proportions and Sketching	Students must sketch the face outline and features accurately, focusing on correct proportions and placements.
Identifying Light/Shadow	Students need to carefully observe their reference image and divide the portrait into areas of light and shadow.
Using Contrast Effectively	Students should emphasize high-contrast areas by making darks dark and lights bright, avoiding dull mid-tones.
Blending and Detailing	Students are expected to use smooth transitions between tones and fine details for eyes, hair, and texture.
Creative Use of Materials	Students must demonstrate control when using black and white materials, creating neat and clear lines.
Focus on Mood and Expression	Students should convey emotion or mood in their portrait by enhancing the dramatic use of light/shadow.

Rubric

How did you do on the activity?

Mark

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Proportions and Sketching	Features misplaced.	Some error in sketch.	Mostly accurate.	Perfect proportions.
Identifying Light/Shadow	Shadow/light unclear.	Some contrast visible.	Clear contrast.	Strong, bold contrast.
Using Contrast	Weak contrast.	Basic dark/light areas.	Clear contrast, some detail.	Dynamic, sharp contrast.
Blending and Detailing	No blending, few details.	Basic blending, some details.	Smooth blending, good detail.	Excellent blending, refined.
Creative Use of Materials	Materials used poorly.	Some control shown.	Neat and tidy work.	Expert material use.
Mood and Expression	No mood shown.	Limited mood.	Clear emotion shown.	Powerful, strong mood.

Activity: Black History Month Portraits

Objective What are we learning about?

Students will practise the artistic technique of creating a high-contrast portrait for Black History Month by focusing on the interplay of light and shadow. This activity honours the achievements of notable Black Canadians and helps students appreciate their contributions through a visually striking artistic medium.

Materials What do we need for the activity?

- White paper (primarily for drawing)
- Pencils (HB, 2B, 4B)
- Black markers & Black crayons (for high contrast)
- Reference images of influential Black Canadians
- Internet or library resources for research



Instructions How you will conduct the activity

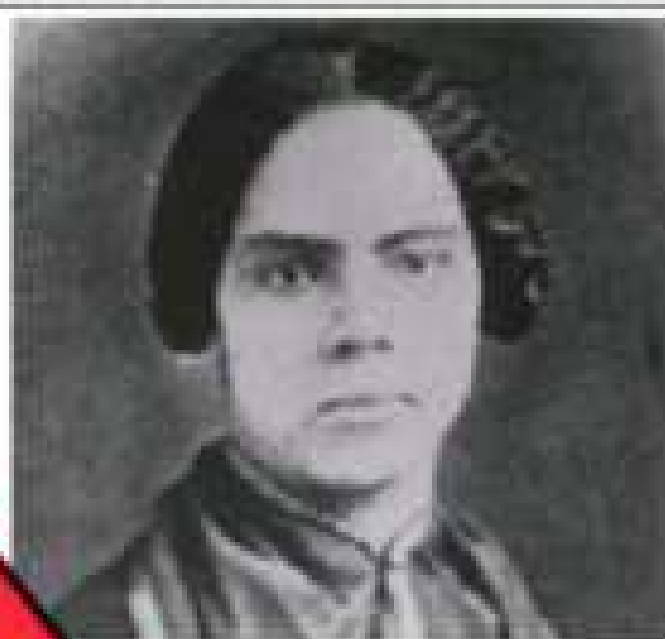
1. Begin by researching a notable Black Canadian figure such as Frederick Douglass, Desmond, Elijah McCoy, or Lincoln Alexander. Write a few sentences about their life and achievements.
2. Select a reference photo of your chosen individual that clearly displays light and shadow. Strong lighting is key for creating a high-contrast portrait.
3. On white paper, lightly sketch the outline of the person's face and features. Focus on correct proportions and capturing key features.
4. Identify the darkest areas (shadows) and lightest areas (highlights) in your reference photo. Lightly shade the mid-tones with a pencil to map out the tones.
5. Use black markers, crayons, or pencil crayons to fill in the darkest areas. Leave the lightest areas as the white of the paper for high contrast.
6. Build the mid-tones (shades of grey) with your pencil by varying the pressure. Blend gently if necessary but focus on maintaining distinct transitions between light, medium, and dark tones.
7. Review your portrait to ensure the contrast is bold and the subject's features stand out. Adjust shading to make highlights and shadows more dramatic.
8. Write a short title or caption that explains the person's significance and the meaning of the symbols in your artwork.

**Notable Black
Canadians - 1**

Here is a list of notable Black Canadians whose images you can use to create a high-contrast portrait



Elijah McCoy
Inventor known for the "real McCoy"
lubricator device



Mary Ann Shadd
Black woman publisher in North
Carolina and anti-slavery activist



Ferguson Jenkins
Composer and pianist; first Black Canadian
to earn a degree from Oberlin
Conservatory



Donald Oliver
First Black man appointed to the Senate of
Canada

**Notable Black
Canadians - 2**

Here is a list of notable Black Canadians whose images you can use to create a high-contrast portrait.

**Jilly Black**

Award-winning R&B singer-songwriter and actress

**Michaëlle Jean**

The first Black person and the third woman to become Governor General of Canada

**George Elliott Clarke**

Poet, playwright, and former Canadian Parliamentary Poet Laureate

**Oscar Peterson**

World-renowned jazz pianist and composer

How-To-Guide

The steps below will guide you through creating a high-contrast portrait of a notable black Canadian.

Step		Description
1		Choose a notable Black Canadian and research their life, achievements, and contributions. Take notes about what makes them significant.
2	Find a Reference Image	Find a clear image of your chosen person with visible areas of light and shadow to use as a reference.
3	Lightly Sketch the Outline	Use your reference image to lightly draw the person's face and shoulders on your paper, focusing on proportions and placement.
4	Identify Areas of Light And Shadow	Look at your reference photo. Mark the light (white) areas and the dark (black) areas with soft pencil lines.
5	Shade the Darkest Areas	Use a black crayon or pencil crayon to fill in the shadowed areas. Make sure the edges are clean.
6	Add Mid-tones with Pencil	Use your pencil to add areas that are not fully dark or light, pressing lightly to create a smooth transition.
7	Leave Highlights White	Do not shade the lightest areas of the face. Let the white paper show to create the brightest highlights.
8	Refine the Contrast	Go over the dark areas again if needed to make them darker. Ensure the light and shadow are clearly defined.
9	Include Symbolic Elements	Add a simple background or objects that represent the person's achievements, like a book or invention.
10	Final Check and Title	Review your portrait. Make sure the high contrast is strong and add a meaningful title or short caption about the person.

Example

Example of a high-contrast portrait of the first black president of the USA
Barack Hussein Obama II



High-Contrast Portrait of Barack Hussein Obama II

This high-contrast portrait of Obama uses bold black shadows and white highlights to create a striking visual effect, emphasizing his facial features. Although Obama is not Canadian, this image showcases the technique of high-contrast portraiture, celebrating another Black influential figure and reinforcing the concept of light and shadow interplay.

Research

Answer the questions below.

1) Who is the person you chose, and what are they known for?

2) What are this person's significant accomplishments?

3) What interesting or surprising facts did you learn about this person?

4) What challenges or barriers did they face in their life or work?

5) What values or lessons can we learn from this person's story?

6) If you could ask this person one question, what would it be and why?

NO PREVIEW

Planning Page

Answer the questions below.

1) Who will you choose as the subject for your portrait, and why?

2) How will you ensure your portrait is proportionate and realistic?

3) Which areas of the portrait will be the lightest, and how will you shade them?

4) How will you create mid-tones to balance between light and dark areas?

5) What challenges do you think you might face, and how will you solve them?

6) How will you make sure the portrait has strong contrast?

Name: _____

155

Distribution: Exempt
123.2

Rough Copy

Sketch the high-contrast portrait of a notable black Canadian here.

PERVALENT

Peer Assessment

Assess the high-contrast portrait of another student.

Name of Student Being Assessed:	Assessor's Name:			
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Mastery of High Contrast				
Highlighting Features				
Proportions And Accuracy				
Connection To Black Canadian Identity				
Shading Techniques				

Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) about your peer's high-contrast portrait. Be specific and note how it connects to Black Canadian.

Write two strengths and one weakness of you peer's portrait.

★	
★	
★	

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Mastery of High Contrast	Effectively uses black (shadow) and white (highlight) areas to create striking contrast, with minimal blending of tones. The portrait should emphasize light and dark areas to make features stand out.
Highlighting Key Features	Clearly defines the key facial features, such as eyes, nose, and mouth, using high-contrast shading techniques.
Proportions and Accuracy	Accurately represents proportions for the face and body, ensuring the portrait is recognizable and realistic.
Connection to Black Canadian Identity	Includes symbolic elements that reflect the chosen individual's contributions to Black Canadian identity (e.g., books, tools, or justice scales) in a meaningful way.
Shading Techniques	Demonstrates skill in applying dark areas evenly and leaving white areas clear, resulting in crisp, clean contrast.

Rubric

How did you do on the activity?

Mark

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Mastery of High Contrast	Weak contrast; features unclear.	Some contrast; needs detail.	Good contrast; features clear.	Strong contrast; features bold.
Highlighting Key Features	Features missing or unclear.	Features visible; needs detail.	Key features clearly defined.	All features clear and accurate.
Proportions and Accuracy	Proportions distorted.	Proportions mostly correct.	Proportions accurate; minor errors.	Proportions perfect and accurate.
Connection to Identity	Symbols missing or unclear.	Symbols weakly connect.	Symbols represent achievements.	Symbols are creative and meaningful.
Shading Techniques	Uneven shading; lacks clarity.	Some shading; needs consistency.	Shading clear with good contrast.	Shading smooth and enhances contrast.

Activity: Halloween Zombie Self-Portraits

Objective: What are we learning about?

In this fun, Halloween-themed activity, students will use their creativity to turn a regular self-portrait into a spooky zombie version of themselves. The goal is to practice drawing facial features, adding creative details, and experiment with textures and colours to create a unique and eerie artwork perfect for Halloween.

Materials: What do we need for the activity?

- A Mirror or printed photo of yourself (selfie or portrait)
- Sketch paper
- Pencils, erasers
- Coloured pencils or markers



Instructions: How you will complete the activity?

1. Start by choosing a clear photo of yourself. You can use a printed photo or display a digital photo on your device. This will help you identify and reference your facial features.
2. Using a pencil, lightly sketch an outline of your face on a piece of sketch paper, referencing your photo. Pay attention to the basic shape, eyes, nose, mouth, and overall face.
3. Once the basic self-portrait is complete, brainstorm ideas for "zombie" details. Think about adding scars, stitches, pale skin, cracks, and messy hair.
4. Begin adding these spooky Halloween details to your portrait. Let your imagination run wild as you transform yourself into a zombie.
5. Use colored pencils or markers to bring your drawing to life (or make it more terrifying). Experiment with muted colors like greens, grays, and pale whites for a chilling effect.
6. Once your zombie self-portrait is complete, review the details and add any finishing touches.
7. Create a creative zombie name or title for your artwork.
8. Display your finished zombie self-portrait in the classroom for a Halloween-themed gallery.

Criteria Use the criteria below to complete the activity.

Criteria	Description
Accurate Proportions	Create a self-portrait that closely matches the proportions of your own face by observing your reference photo.
Create Specific Details	Add specific spooky elements like scars, stitches, cracks, or pale skin to make the portrait look like a zombie.
Effective Use of Shading	Use shading techniques (e.g., hatching, cross-hatching) to create depth and dimension in your zombie features.
Use of Muted Colours	Choose muted and dark colours like greens, grays, and pale tones to create a dead or undead effect.
Attention to Texture	Include textures like cracked skin, cracks, or decaying effects to make the portrait more realistic and scary.

Tips Tips to help you create a zombie portrait.

Tips	Description
Add Scars And Stitches	Draw scars or stitches across your face using straight lines and "X" shapes. Place them on the forehead, cheeks, or chin for a spooky look.
Create Cracked or Torn Skin	Use thin, jagged lines to draw cracks across the skin. Add uneven shading to make the skin look aged or decayed.
Use Muted Colours	Choose pale greens, grays, and purples for your zombie's skin. These colours give the face a lifeless, undead appearance.
Include Rotting Skin Texture	Add rough patterns or uneven splatches to represent rotting or decayed skin. You can make it peeling or patchy for added effect.
Emphasize Hollow Areas	Draw deep, dark circles around the eyes and hollows in the cheeks to give your zombie a more lifeless and eerie appearance.
Highlight Wounds and Gashes	Use darker shades of red or purple to colour cuts and gashes. Blend the edges to make them look fresh or infected.
Messy or Missing Hair	Sketch messy, uneven strands of hair or bald patches to create a wild, unkempt zombie look.

**Spooky Effect
Ideas**

Here is a list of examples of creepy textures and details to enhance your Halloween zombie portrait.

**Wounds**

Open cuts that can appear fresh or old. Often surrounded by dark or reddish shading.

**Sunken Eyes**

Dark shadows under and around the eyes. Makes them look tired, hollow, or scary.

**Rotting Skin**

Uneven patches of discoloration that mimic decayed or peeling flesh.

**Stitches**

Lines that connect two torn pieces of skin with "thread." They can be clean or messy.

**How-To-
Guide**

The steps below will guide you through creating a halloween zombie self-portrait.

Step		Description
1		Find a mirror or use a printed or digital photo of yourself. Carefully observe your face's shape and features to guide your self-portrait for this activity.
2	Observe	Carefully examine your face using the mirror or photo. Focus on the shape of your eyes, nose, mouth, and overall proportions to create an accurate portrait.
3	Draw Your Base Portrait	Sketch the outline of your face lightly using a pencil. Pay attention to proportions and include major features like your eyes, nose, and mouth before moving on.
4	Brainstorm Zombie Features	Think about creative zombie details like scars, stitches, torn skin, or missing limbs. These features will make your portrait spooky and unique.
5	Sketch Zombie Features	Lightly draw details like rough skin, broken areas, or exaggerated features. Add small marks like scars or peeling skin to make your portrait stand out.
6	Add Texture to the Skin	Use small lines, dots, or cross-hatching to create textures like rough, decayed, or cracked skin. These techniques will enhance the creepy, undead look.
7	Start Colouring the Skin	Begin colouring the skin with shades of grey, green, or light blues to give it an undead appearance. Use a brush or markers to create a natural-looking zombie texture.
8	Colour the Details	Use muted colours like dark reds, purples, or blacks to highlight wounds, scars, or shadows. These colours will emphasize the zombie features and make your drawing pop.
9	Add Shading for Depth	Add shading under the eyes, around scars, and along cracks to make your portrait three-dimensional. Shading will give depth and make features more realistic.
10	Name Your Zombie	Create a fun or creepy name for your zombie self-portrait. The name should match the character you've created and add personality to your artwork.

Example

An example of a creative and spooky Halloween zombie self-portrait featuring detailed scars & stitches.

**My Creepy Zombie Transformation**

To create this Halloween zombie portrait, I started by sketching my face and adding exaggerated zombie features like scars, cracks, and stitches. I used pale green for skin, purple shadows for depth, and dark reds for wounds. Textures like decayed skin and torn cheeks were added with uneven lines for a rough, spooky effect. The crayon-like colouring style gave it a handmade, eerie charm, perfect for Halloween decorations!

Planning Page

Answer the questions below.

1) How will you make sure the proportions of your self-portrait are accurate?

2) What expression will you give your zombie self-portrait, and why?

3) Which colours will you use for the details on your portrait?

☐ Pale Green☐ Dark Red☐ Purple☐ Other:

4) How will the colours you chose make your portrait look spooky or realistic?

5) Which zombie features will you include to make your portrait look more detailed?

➤

➤

➤

➤

6) Why did you choose these zombie features to add to your portrait?

7) What shading or textures will you use to make your portrait look more detailed?

Peer Assessment

Mark your classmates using the checklist below.

My Name	Who I Am Assessing
---------	--------------------

Criteria	Description	Stars (1: Worst, 5: Best)
Accurate Proportions	The portrait matches the overall proportions of a human face and looks realistic.	☆☆☆☆☆
Creative Zombie Details	The drawing includes unique and exaggerated details like scars, stitches, or cracks.	☆☆☆☆☆
Effective Use of Shading	Shading is used to create depth, highlight zombie features, and give the drawing look three-dimensional.	☆☆☆☆☆
Use of Muted Colours	Colours like greys, browns, and purples are used effectively to create a dark and undead look.	☆☆☆☆☆
Attention to Texture	Textures, such as skin, hair, or torn clothing, are added to enhance the zombie effect.	☆☆☆☆☆

Learn And
Question

Learn: Write two things you learned from the video.

Question: Ask one question you have from the video.

Learn	
Learn	
Question	

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Accurate Proportions	Inaccurate proportions.	Some proportions are correct.	Mostly accurate proportions.	Highly accurate proportions.
Creative Zombie Details	Basic details with little creativity.	Basic details with little creativity.	Creative and detailed zombie features.	Exceptional, highly creative details.
Effective Use of Shading	No or shallow shading.	Shading with depth.	Effective shading with good depth.	Excellent shading, very detailed.
Use of Muted Colours	No or poor use of muted colours.	Muted colours enhance the look.	Muted colours enhance the look.	Outstanding use of muted colours.
Attention to Texture	Little or no texture added.	Basic texture with definition.	Texture well added.	Highly detailed and creative texture.

Teacher Comments

Mark

Student Comments – What Could You Do Better?



Workbook Preview



Ontario – Arts Curriculum

Grade 8 – Dance

	Learning Experiences	Pages
A1.1	Create dance pieces to respond to issues that are personally meaningful to them	7-10, 28-32, 75-76
A1.2	Use dance as a language to communicate messages about themes of social justice and/or environmental health	14-17, 66-70, 77-81, 92-94
A1	Preview of 15 activities from this unit that contains 27 activities in total.	7-10, 21-24, 32, 66, 77, 105
A1		1
A2		7, 31
A2.2		24, 26-32, 34-40, 42-47, 49-50, 57-62, 64-65
A2.3	Identify and give examples of their strengths and areas for growth as dance creators, interpreters, and audience members	11, 18, 25, 33, 36-41, 48, 56, 63, 71, 82, 88, 98, 102, 106
A3.1	Describe how social, political, and economic factors influenced the emergence and development of a dance form or genre of their choice	51-55
A3.2	Identify a variety of types of dances and relate them to their different roles in society	51-55, 89-91

Dancing Through Emotions

Introduction: Emotions in Motion

Dance is a way to show feelings. Whether we're happy, sad, or angry, our emotions can shape how we move. Tempo, rhythm, and energy are three important parts that help us express emotions.



Tempo: The Speed of Motion

Tempo is the speed of movement. Fast tempo can show happiness, energy, or excitement. A slow tempo can show calmness, or deep thinking. Dancers may move slowly to show peace or sadness and quickly to express energy or joy.

Rhythm: The Beat of Emotion

Rhythm is the pattern of beats in music or movement. A steady rhythm feels controlled and confident. An uneven or broken rhythm can show surprise, tension, or fear. Pauses or off-beat steps might reflect strong emotions.

Energy: The Power Behind Movement

Energy is the force used in each movement. Strong, sharp movements can show anger, fear, or power. Light and smooth movements show peace, sadness, or joy. Dancers use different energy levels to match the feelings they want to share.

Conclusion: Letting Movement Speak

Through tempo, rhythm, and energy, dancers turn emotions into movement. These elements help audiences feel connected to the performance. When dancing, think about how your choices can help others understand what you're feeling—without saying a word.

Questions

Answer the questions below.

1) How can a change in tempo affect the mood of a dance performance?

2) What kind of energy would you use to express peace in a dance?

3) In your own words, explain why energy is important in communicating feelings through dance.

Multiple Choice

Circle the letter that corresponds to the answer.

1) Which of the following best describes rhythm in dance?

- A. The number of steps a dancer uses C. The amount of space a dancer covers
B. The pattern of beats in music or movement D. The shape of the dancer's body

2) How can a dancer show anger or power using energy?

- A. By pausing often C. By staying still
B. With slow, smooth movements D. Through sharp, strong movements

3) What emotion is usually shown through a slow tempo in dance?

- A. Excitement C. Sadness
B. Joy D. Anger

Activity: Emotional Waves

Objective

What are we learning more about?

Students will explore Time and Energy by choreographing a solo dance that reflects an emotional journey (e.g., anxiety to confidence). They will use tempo and energy shifts to communicate emotional highs and lows through movement.

Materials

What do we need for our activity?

- ✓ Open dance space
- ✓ Music device (instrument or music track)
- ✓ Dance journal or planner
- ✓ Timer or metronome app



Instructions

How do we complete this?

- 1) **Warm-Up:** Start with a full-body energy warm-up including both sharp and smooth movements to explore different tempos and energy levels.
- 2) **Emotion Planning:** Choose two emotions that show an emotional journey (e.g., nervous to confident). Write a few sentences about this shift.
- 3) **Music Choice:** Pick music that reflects your emotions and includes a change in tempo or mood.
- 4) **Choreography:** Create a solo dance that includes:
 - One moment of stillness
 - A tempo change (slow to fast or vice versa)
 - Two types of energy (e.g., strong/sharp and soft)
 - Start and end poses that show each emotion
- 5) **Optional Twist:** Create two frozen shapes to show your start and ending emotions.
- 6) **Practice and Feedback:** Practise your routine. Pair with a classmate to exchange one piece of feedback on emotional clarity.
- 7) **Performance and Reflection:** Perform your solo. Afterward, write a short reflection on how you used tempo and energy to express your emotions.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Chooses Emotions	Selects two distinct emotions and explains their personal connection.
Uses Tempo	Shows clear changes in movement speed to match shifts in emotion.
Demonstrates Energy and Control	Shows different energy levels (e.g., soft vs. strong) to express a wide emotional range.
Includes Stillness and Open Shape	Includes at least one moment of stillness and two body shapes for emotional impact.
Performs with Expression and Focus	Performs with clear facial expression, strong presence, and full commitment.

Tips

Apply the tips below to prepare for your solo dance performance.

Tip	Why It Helps
Choose emotions that matter to you	Real feelings lead to more powerful and honest movement.
Start or end your dance with stillness	Stillness creates tension, anticipation, or create a dramatic effect.
Use music that matches your journey	The right song and tempo changes help guide your emotional story.
Think about how your body shows emotion	Open shapes can show joy and confidence, while closed shapes can show fear or stress.
Don't be afraid to exaggerate movement	Bigger movements help you feel and show your emotion.
Use tempo to show change	Speeding up or slowing down your dance helps show emotional shifts.
Practise transitions between movements	Smooth transitions make your dance feel more connected and intentional.
Add your own style	Personal touches make your dance unique and meaningful to watch.

Planning

Answer the questions below.

1) What two emotions will you show in your dance?

2) Why did you choose these emotions? Have you experienced this emotional journey?

3) What type of music or sound could you use to show these emotions? Why?

4) Is there a moment in your story that is a turning point? How might you show it through movement?

5) How could you show this change using movement (e.g. tempo changes)?

PREVIEW

Reflection

Answer the questions below.

1) Which part of your performance best showed your emotional journey? Why?

2) What was your challenge in creating or performing this solo? How did you work through it?

3) What did you learn about yourself through this activity?

Word Search

Find the words in the

Emotion	Shift
Movement	Tempo
Stillness	Energy
Journey	Shape
Transition	Solo
Choreography	Contrast

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

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clarity of Emotions	Emotions not clear	Chose emotions but hard to recognize in movement	Emotions mostly clear throughout	Emotions clearly shown and easy to identify
Tempo and Energy Use	Changes not used	Attempted changes but inconsistent	Used some tempo/energy changes effectively	Clear and smooth tempo and energy shifts used intentionally
Stillness and Shape	No stillness or shape used	Used stillness and shape only	Used both but not fully expressive	Used stillness and two expressive shapes with confidence
Movement Quality	Movements were small or unfocused	Slow, movement lacked control	Used effort and focus throughout the time	Strong, expressive, and well-controlled movement throughout
Performance Focus	Distracted or off-task	On-task sometimes, focus faded	Focused and committed from start to finish	Fully focused and committed from start to finish

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Dance with a Message

Dance as a Voice for Change

Dance is more than just movement. Throughout cultures, people have used dance to send messages, tell stories, and stand up for what they believe in. In many communities, dance plays a powerful role in promoting social and environmental change.



Standing Up Through Dance

In the past, dancers have used their art to protest injustice, share cultural pride, or raise awareness. For example, during the civil rights movement, African American artists used dance to speak out against discrimination. In Indigenous communities, traditional dances continue to protect and celebrate their culture. Dance is often performed at protests, rallies, or public gatherings because it grabs attention and touches people's emotions.

Multimedia and the Modern Stage

Today, technology helps dancers spread their messages. Videos on social media, online performances, and digital art have allowed people to share powerful dances from anywhere in the world. One short clip can inspire thousands to learn more about a cause. Music, visuals, and voiceovers added to dance make the message stronger and more moving.

Conclusion: The Power of Dance

Dance is not just something we do for fun—it can be a tool for change. Whether on stage, in the streets, or on screens, dance continues to be a voice for justice, the Earth, and the future.

Fill in The Blanks

Fill in the blanks with the correct answer.

- 1) Dance has been used throughout history to promote _____ and _____ causes.
- 2) _____ are their messages widely using _____ tools like _____.
- 3) Using _____ in a dance video can make the message _____.
- 4) Dance can be performed in _____ places like stages, _____, or online.

Matching

Match _____ with its correct description or related _____ on the right.

Civil rights movement

Multimedia tools

Indigenous communities

_____ spaces used to protect land, water, _____ identity

_____ technology like social media and video that help spread _____ messages worldwide

Dance _____ protest against racism and injustice since the 1960s

Word Scramble

Unscramble the words from _____

WORD BANK

PROTEST
MOVEMENT
INJUSTICE

AWARENESS
MULTIMEDIA
ENVIRONMENTAL

DIMTEMUJAL		SEGAEMS	
UTLRCEU		TRSOETP	
ERWSNASAE		GOOLECYNTH	

Activity: Dance for the Planet

Objective

What are we learning more about?

Students will learn how dance can express environmental concerns by using movement and formation. They will work in groups to create a performance that shows both a problem (e.g., pollution) and a solution (e.g., restoration) through body shapes, relationships, and visual effects.

Materials

What do we need for our activity?

- ✓ Open space for movement
- ✓ Projector or LED screen (with coloured filters or images)
- ✓ Music or soundscape (e.g., nature sounds, environmental change)
- ✓ Props made from recycled materials



Instructions

How do we complete the activity?

- 1) **Warm-Up:** Begin with a group-based warm-up focusing on body shapes and levels. Explore building symmetrical and asymmetrical formations.
- 2) **Group Formation:** In small groups (3-5), choose an environmental issue (e.g., pollution, wildfires) to represent through dance.
- 3) **Planning:** Decide how to show both the problem and the solution. Sketch one symmetrical and one asymmetrical formation.
- 4) **Add Technology:** Pick a visual effect (e.g., projected images, coloured lighting, shadows) to support the message and plan when to use it.
- 5) **Choreography:** Create a 30-60 second group piece with:
 - One symmetrical shape
 - One asymmetrical shape
 - A clear shift from problem to solution
 - Visual tech or lighting change
- 6) **Rehearse:** Practise your dance and give peer feedback. Focus on message clarity, timing, and use of technology.
- 7) **Perform & Reflect:** Perform your piece. Reflect on how your movement and visuals worked together to express your environmental theme.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Shows Emotional Content	Dance clearly shows both the problem, and a hopeful solution related to the environment.
Uses Symmetrical and Asymmetrical Shapes	Includes at least one symmetrical and one asymmetrical group formation.
Integrates Effective Visuals	Uses lighting, projections, or visual tools in a way that supports the message.
Works as a Team	Collaborates respectfully, shares ideas, and moves in group.
Performs with Focus and Intent	Shows clear energy, and intention in each part to finish.

Do's & Don'ts

Apply these do's and don'ts to make your performance better.

 Do	 Don't
Use clear shapes and movements to show your message	Don't rush through your choreography or not think through enough
Work together and listen to your group members	Don't argue or take over the plan
Match your energy to the emotion of each part of your performance	Don't keep one energy throughout if the story is changing
Use lighting or visuals in a way that supports your story	Don't add technology that doesn't connect to your story
Practise your transitions between formations and scenes	Don't switch formations randomly without purpose
Stay focused and perform with expression	Don't laugh, break character, or act distracted during your performance

Planning

Answer the questions below

1) What environmental issue will your group focus on?

2) What elements can represent the "problem" part of your dance?

3) How will you show the hopeful part of the story?

4) Where will you include symmetrical shapes? Why?

5) What visual effect (e.g., lighting, projected) will you use?

6) How will your group make smooth transitions between each?

Group Assessment

Rate other group's performance.

What is your name? _____		
Which group's performance are you assessing? _____		
	Rating Description	Rate (Colour the stars)
Environmental Message	Group clearly showed both environmental problem and solution using movement and props.	☆☆☆☆☆
Shape & Formation Use	Group used symmetrical/asymmetrical formations to help tell story effectively.	☆☆☆☆☆
Visual/Tech Integration	Lighting, projected effects supported message and helped communicate message.	☆☆☆☆☆
Group Coordination	Group members moved in sync, shared space well, and maintained timing throughout performance.	☆☆☆☆☆
Movement & Energy	Movements were expressive, matched the message, and showed effort and control.	☆☆☆☆☆
Creativity & Originality	The dance showed creative ideas in both choreography and use of visuals.	☆☆☆☆☆
Teamwork & Participation	All members contributed actively and worked together respectfully.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Message	No clear message	Showed one part (problem or solution)	Showed both parts but not clearly	Clearly showed both problem and solution through dance
Shapes & Formations	No shapes or formations used	Tried 1 shape but hard to recognize	Used both shapes with some clarity	Clear symmetrical and asymmetrical shapes used well
Visual Effects	No tech used or unclear	Tech used but not helpful to the message	Tech helped support the message	Tech strongly supported and enhanced the performance
Team Coordination	Off-task or not working together	Some group members worked together	Group mostly worked together	Group stayed in sync and supported each other well
Energy & Movement Quality	Low energy or unclear movement	Some effort shown with mixed control	Good energy and control	Strong energy, expressive movement, and full control

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

When Stillness Speaks

Frozen Moments in Dance

In dance, we think about movement—but stillness can be just as powerful. Frozen poses, also called “shapes” or “statues,” are moments when dancers stop moving and hold a position. These poses are often used to tell a story, express an emotion, or create a powerful image. A frozen pose can show a dancer's strength, show a relationship, or give the audience something to reflect on.



Using Poses to Show Emotion and Story

Frozen poses can show fear, joy, sadness, or anger, depending on how the body is shaped. A dancer curled into a ball can show vulnerability. A dancer reaching upward with strong arms and legs might show power. These shapes help the audience understand what the dancer is feeling, even without words. Groups of dancers can also use frozen shapes to create scenes, like a crowd, or a broken wall.

Famous Examples on Stage

In many well-known dances, frozen shapes play a key role. For example, in the ballet *Revelations* by Alvin Ailey, dancers pause in powerful shapes that express deep emotion and strength. In contemporary performances, frozen tableaux (group poses) are often used to mark key moments or endings. These moments are often the most memorable parts of the performance.

Conclusion: Movement in Stillness

Frozen shapes remind us that dance is not just about motion—it's about meaning. By choosing the right shape at the right moment, dancers can speak volumes without moving at all.

Multiple Choice Circle the letter that contains the correct answer.

1) What do frozen shapes help the audience do?

- A. Take a break during the performance
- B. Notice the dancer's facial expression
- C. Watch the dancer's story played
- D. Feel and understand the dancer's story or emotion

2) Which famous dance was mentioned in the report as using frozen shapes?

- A. The Nutcracker
- B. Revelations by Alvin Ailey
- C. Swan Lake
- D. Thriller by Michael Jackson

3) What is one reason for using frozen shapes in group dances?

- A. To take turns performing
- B. To hide mistakes
- C. To create a scene or symbol as a group
- D. To remember choreography

Questions Answer the questions below.

1) What is a frozen pose in dance, and how can it be used to tell a story?

2) Describe a moment in a dance performance where a frozen shape had a strong impact on you. What made it memorable?

Activity: Tableaux for Change

Objective What are we learning more about?

Students work in groups to create a dance piece made up of five frozen tableaux (frozen poses) that express a social issue. The tableaux will be connected by transitions that explore timing, body shapes, and use of space to tell a clear, meaningful story.

Materials What do we need for our activity?

- ✓ Open rehearsal space
- ✓ Music device (optional)
- ✓ Printed list of social issues (racism, bullying, mental health, etc.)
- ✓ Timer (for rehearsal time)



Instructions How do we complete this activity?

- 1) **Warm-Up:** Begin with a physical warm-up that includes expressive shapes, levels, and quick/freezing transitions. Include exercises that move between stillness and motion.
- 2) **Choose a Social Issue:** In groups of 4–5, choose a topic that your group wants to explore (e.g., discrimination, homelessness, peer pressure). The whole group understands what the issue is about.
- 3) **Plan Your Tableaux:** As a group, decide on five key moments that represent your chosen issue. For each moment, plan a frozen pose that clearly expresses emotion or meaning using levels, body shapes, and group spacing. Make sure each tableau is bold, expressive, and easy for the audience to interpret.
- 4) **Add Transitions:** Create smooth, meaningful movements between your tableaux. Use different speeds, directions, and levels to reflect emotional changes in the story you are telling. Your transitions should feel intentional, not random.
- 5) **Challenge Twist (Optional):** Include a final tableau that offers a message of hope or action related to your issue. Think of it as a “what now?” moment for your audience.
- 6) **Rehearse & Perform:** Practise your sequence with attention to timing, clarity of shapes, and emotional energy. Perform your piece for your class, holding each freeze for 5 seconds.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Tableau Position	Each freeze frame clearly shows a strong idea, emotion, or message.
Smooth Transitions	Movements between tableaux are smooth, meaningful, and connected to the story.
Use of Levels	Each tableau includes a variety of body levels and expressive shapes.
Group Collaboration	Group members work together respectfully and share focus during performance.
Expressive Performance	Facial expressions, energy, and timing to bring the story to life.

Tips

Apply the tips below to create a strong dance performance.

Tip	How It Helps
Freeze with purpose	Strong, confident stillness in a freeze pose makes your message clearer and gives the audience time to reflect.
Use your whole body	Express emotions through your arms, posture, and face. Full-body expression makes each pose more powerful.
Make transitions count	Don't just move randomly—use movement to show emotional changes or link one moment to the next.
Vary levels and spacing	Including low, medium, and high poses and varying your spacing adds visual interest and depth to your performance.
Support each other	Listen to group ideas, give feedback kindly, and encourage one another to make sure every member is part of the story.
Hold each pose long enough	Staying still for at least 5 seconds gives the audience time to absorb the image and its meaning.
Choose bold and readable shapes	Avoid small or unclear gestures—use big, open shapes that the audience can easily see and understand.
Match energy to emotion	Use high energy for anger or urgency, and slow, gentle movement for sadness or reflection to deepen impact.

Social Issues

Choose from the list of social issues below.

Social Issue	Description
Racism	Unfair treatment of people based on their race or skin colour.
Bullying	Repeated teasing, threatening, or hurting someone on purpose.
Mental Health	Challenges people face with emotions, stress, anxiety, or depression.
Poverty	When people don't have enough money for basic needs like food, shelter, or clothing.
Climate Change	Changes in Earth's weather that harm people, animals, and the planet.
Gender Equality	Fairness and equal rights for all genders.
Homelessness	When a person doesn't have a safe or stable place to live.
Peer Pressure	Feeling pushed to do something just to fit in or be accepted by others.
War and Conflict	Fighting between countries or groups that causes harm and suffering.
Access to Education	Some people can't go to school because of poverty, conflict, or other barriers.
Body Image and Self-Esteem	Struggles with how someone perceives their body or feels about themselves.
Online Safety / Cyberbullying	Harmful behaviour using phones or the internet, like spreading rumours or threats.
Discrimination	Unfair treatment of someone based on their gender, age, ability, or background.
Environmental Destruction	Damage to nature caused by pollution, deforestation, or waste.
Animal Rights	Treating animals fairly and protecting them from harm or cruelty.

Planning

Answer the questions below.

1) What social issue has your group chosen, and why is it important to you?

2) What message do you want your audience to understand by the end of your performance?

3) What are the five key facts or ideas you want to show through your tableaux?

4) What kind of movement will you use between tableaux, and how will it support the message or emotion?

5) Will your final tableau leave the audience with a sense of hope, awareness, or a call to action? How will you show that?

PREPARE

Two Stars and A Wish

Give feedback on your group's performances.

Write two strengths (Stars) and one weakness (Wish) from your performances.

PERFECTION



Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clearly Defined Tableaux	Tableaux are unclear or difficult to see.	Some tableaux are understandable but lack strong shape or meaning.	Most tableaux show clear shapes and emotional or narrative meaning.	All five tableaux are clearly defined, visually strong, and effectively tell the group's story.
Transitions	Transitions are unclear or difficult to see.	Transitions connect poses but lack flow or meaning.	Transitions are mostly smooth and support the narrative or emotion.	All transitions are fluid, intentional, and enhance the overall performance message.
Use of Body and Levels	Movements are limited with little shape or level variation.	Movements are somewhat varied but lack strong visual impact.	Good variety of levels and full-body shapes in most tableaux.	Excellent use of body, levels, and space in all poses to add meaning and visual impact.
Group Collaboration	Group is unfocused, off-task, or not working well together.	Group is mostly together but lacks unity or shared focus.	Group is mostly together with some timing issues.	Strong group cooperation, clear timing, equal participation, and shared stage presence.
Expression and Focus	Little to no expression or engagement during the performance.	Some effort and facial/body expression, but inconsistent focus.	Good expression and focus in most tableaux.	Excellent expression, energy, and strong focus held from beginning to end.

Teacher Comments - What Did They Do Well?

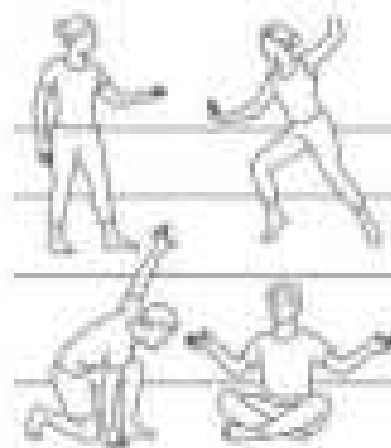
Mark

Student Comments - What Could You Do Better?

Theme and Variation

What is Theme and Variation?

Theme and variation is a choreographic form where a main movement (the theme) is repeated several times, but changed slightly each time. These changes are called variations, and they can involve changing the energy, level, tempo, direction, or even number of dancers. This form helps choreographers perform something interesting while still staying connected to a central idea.



Telling a Story with Movement

Choreographers often use theme and variation to communicate a narrative or story. For example, the first version of a theme could be a dancer walking slowly and reaching forward. In the next variation, the same movement could be done faster, with tension, to show fear or urgency. The same movement repeated in different ways helps the audience feel the changes in the story. This builds emotional impact and helps the message grow.

Sharing Abstract Ideas

Theme and variation isn't only for storytelling. It can also be used to share abstract ideas like chaos, balance, or transformation. A choreographer might use a twisting motion in different directions or speeds to show how an idea evolves. One theme becomes a base, and the variations help express different points of view or feelings about that idea.

Conclusion: Same but Different

Theme and variation gives choreographers a tool to repeat movement in creative ways. Whether telling a story or showing an idea, this form helps keep the audience engaged while exploring the full range of what a theme can become.

Short Answer

How can theme and variation help communicate abstract ideas like balance or transformation in a dance performance?

Fill In The Blanks

Fill in the correct answer:

- 1) Choreographers can change the speed, direction, or level of movement to create a .
- 2) Theme and variation can also communicate abstract ideas like or transformation.
- 3) A choreographer might make a movement or to change the of the dance.
- 4) When used in storytelling, theme and variation can show the story or emotion .

True or False

Is the statement true or false?

1) The theme in theme and variation is the final pose of the dance.	True	False
2) Theme and variation helps keep a dance interesting and engaging for the audience.	True	False
3) In abstract dances, choreographers often use theme and variation to show changes in ideas or emotions.	True	False
4) Choreographers can change the speed, direction, or level of a movement to create a theme.	True	False

Activity: Remix the Phrase

Objective

What are we learning more about?

Students will create a short movement phrase and explore how changing time (tempo), level, and body shape can create three unique variations. They will perform their phrase in sequence to show how structure and creativity work together in choreography.

Materials

What do we need for our activity?

- ✓ Open movement phrase
- ✓ Music (optional for background)
- ✓ A table explaining Time, Level, and Body Shape variations



Instructions

How do we complete?

- 1) **Warm-Up:** Begin with a class warm-up focused on tempo, level changes, and body shape exploration. Try moving one gesture at a time, exploring speeds, levels, and directions to get your mind ready.
- 2) **Create Your Phrase:** Choreograph a short movement phrase (4-8 counts) using your own original moves. Include at least three distinct movements using different body parts and energy.
- 3) **Variation 1 - Time (Tempo):**
 - 1) Change only the **tempo** (make it slower, faster, or mix of both).
 - 2) Keep the same movements but shift how quickly you perform them.
- 4) **Variation 2 - Space:**
 - 1) Change the **pathway or level** (e.g., travel in a circle vs. in a straight line).
 - 2) Keep the same movements but use a different direction or height.
- 5) **Variation 3 - Body:**
 - 1) Change your **body shape** during or between the movements (e.g., curved vs. angular, open vs. tight).
 - 2) Use different body positions but keep the core rhythm of your original phrase.
- 6) **Challenge Twist (Optional):** Perform all four sections (original + 3 variations) without stopping, as a continuous mini-dance. Focus on keeping each part unique while showing clear transitions between each version.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Creates an Original	The original phrase includes at least three connected movements that show creativity and intent.
Applies Time Effectively	The phrase is clearly altered through tempo change while keeping movement structure.
Applies Space Effectively	Changes in level or pathway are clear and enhance meaning or shape of the phrase.
Applies Body Variation Effectively	Body shapes are intentionally adjusted to create meaning while staying true to the original structure.
Performs Full Sequence Smoothly	Original phrase and (original + 3 variations) are performed in sequence with control, and smooth transitions.

Variations

Perform your dance phrase and 3 variations.

Variations	Definition	Example
Time	Refers to how fast or slow movement is done. It includes tempo (speed), rhythm (pattern), and duration (length of time).	A jump can be done slowly in slow motion or quickly, while the movement can be heavy, while the movement can be quick and light.
Space	Refers to where and how the body moves in the dance area. It includes direction (forward, side), level (high, middle, low), and pathway (straight, curved, zigzag).	A dancer may move in a low zigzag pattern to show struggle or a high, straight pathway to show triumph.
Body	Refers to what the body is doing and how it is shaped. This includes the use of different body parts, body shapes (open, closed, twisted), and stillness or motion.	A dancer may use an open shape with stretched arms to show freedom, or a tight, curled shape to show fear.

Planning

Answer the questions below.

1) What is your original movement phrase? Describe it in a few words.

2) Which variation (Time, Space, or Body) will be most difficult to perform? Why?

3) How will your Body variation use shape, tension, or posture to create a strong contrast from the original phrase?

4) Which variation (Time, Space, or Body) do you think will be the most dramatic change—and why?

5) How will you make sure each variation stays connected to your original phrase, even though it looks different?

Reflection

Fill in the chart about your performance.

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

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Original Phrase	Phrase is simple, or lacks focus.	Phrase includes some structure but has limited variety or focus.	Phrase shows structure, variety, and some expressive movement.	Phrase is creative, well-structured, and clearly communicates an idea or emotion.
Time Variation	Tempo is slow or fast, but feels awkward or not fully connected to the original.	Tempo changes but feels awkward or not fully connected to the original.	Tempo is clearly changed and adds a new feeling to the phrase.	Tempo change is strong, expressive, and adds meaning or contrast to the original movement.
Space Variation	Little or no change in pathway or level.	Space is changed with attention to direction or level, but lacks variety.	Space is changed with attention to direction or level, creating visual variety.	Pathway and/or level change is clear, well-executed, and enhances the meaning or focus.
Body Variation	Body shape stays the same as the original, little effort to explore shape.	Shape is changed but lacks variety or impact.	Shape is changed and adds contrast to the original.	Shape and body use are intentional, creative, and show a clear transformation from the original.
Performance Flow	Sections feel disconnected; transitions are missing or unclear.	Some attempted transitions, but changes between versions are rough.	Transitions are clear and flow smoothly.	Performance flows smoothly from one section to the next with clear transitions and strong focus.

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

Dancing in Pieces

What Is a Choreographic Mosaic?

A choreographic mosaic is a type of group dance where the full piece is made of smaller sections, each created by different dancers or groups. Every group works on their own short piece, and the pieces are later arranged to form the final performance. It's called a "mosaic" because, like any tiles in mosaic artwork, every section is unique, but they all form a larger picture.



Showing Individual Voices

One of the most exciting things about choreographic mosaics is that everyone gets a chance to be creative. Instead of learning everything from the teacher, each participant creates part of the dance. Some groups use sharp, fast movements to show excitement or chaos. Others use slow, flowing movements to show calmness or reflection. These differences allow personal styles and themes to shine through on stage. Everyone's movement looks different—and that is the point.

Building a Shared Story

Even though it is done individually, the whole group uses one theme to "change." Each group explores that theme in their own way—some focus on emotional change, others on physical or social change. By connecting the parts with smooth transitions and shapes or gestures, the audience can see one powerful message unfold.

Conclusion

Choreographic mosaics are a fun and meaningful way to dance as a team while still showing who you are. Together, you can create something that was not only beautiful, but truly yours.

Questions

Answer the questions below.

1) What is a choreographic mosaic, and why is it compared to a real mosaic?

2) Why is it important to include different movement styles and voices in a collaborative choreography?

True or False

Is the statement true or false?

1) A choreographic mosaic is created, planned, and performed by a group.

True False

2) In a choreographic mosaic, all sections must be the same to create unity.

True False

3) Smooth transitions between sections help the audience understand the overall message of the dance.

True False

4) Showing individual voices in dance means ignoring the group's shared message.

True False

Make a Connection

Can you think of a time you or your group collaborated in class performance? What was unique about your section?

Activity: United in Motion

Objective What are we learning more about?

Students explore how dance can express social themes like justice, climate, or inclusion. Each group choreographs their own short section, and then they connect all the sections using shared movements to create a meaningful performance.



Materials What do we need for our activity?

- ✓ Open movement space
- ✓ Music (instrumental or lyrics removed)

Instructions How do we complete?

- 1) **Warm-Up:** As a class, warm up with different levels and energy qualities. Try dancing in close and far spaces to explore the relationship and space in movement.
- 2) **Pick a Theme:** As a group (3-5 dancers), choose a theme like justice, climate action, or inclusion. Discuss what this theme means to you and what feelings or images you associate with it.
- 3) **Choreograph Your Section:** Each group member creates a small phrase (8-12 counts) inspired by the group's theme. Each piece should show personal expression using space, energy, and relationships.
- 4) **Connect the Sections:** As a group, find ways to link your phrases to complete a piece. Use shared gestures, transitions, or group shapes to move between solos. Think about how dancers enter or exit, and how energy flows from one section to the next.
- 5) **Create a Super Connection:** Add a repeated gesture, shape, or movement that appears in all sections to tie everything together and make your message even clearer.
- 6) **Rehearse and Perform:** Practise your full piece, paying attention to transitions, energy flow, and spacing. Present your performance to another group or the whole class.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Contributes Original	Creates a clear, original movement phrase that reflects the group's chosen theme.
Communicates Transitions	Works with the group to create smooth and meaningful transitions between sections.
Explores Energy and Spatial Relationships	Shows a variety of energy levels and spatial directions; shows contrast and emotion.
Supports a Shared Theme	Movement choices clearly relate to the overall theme (e.g., climate, inclusion).
Collaborates Effectively	Shares ideas, and respects others during planning, rehearsal, and performance.

Themes

Use the themes below as inspiration to perform your dance.

Theme	Description
Justice	Exploring fairness, human rights, and standing up against inequality.
Climate	Expressing nature, the environment, and the impact of climate change.
Inclusion	Showing acceptance, diversity, and creating space for all voices.
Resilience	Overcoming challenges and bouncing back with strength and persistence.
Identity	Exploring personal or cultural identity, and expressing who we are.
Connection	Highlighting relationships, unity, or the importance of community.
Freedom	Expressing independence, personal power, or the desire to break free.

Examples

Below are examples of dance types or styles students could create as part of a choreographic mosaic.

Type of Dance Section	What It Might Include	How It Adds to the Mosaic
Gesture Phrase	Small movements like reaching, pointing, or walking, repeated to a rhythm and melody	Adds realism and emotional storytelling to the piece
Floor-Based Movement	Low-to-the-ground movements like sliding, crawling, or leaning, often in a steady line or shape	Brings contrast in space and shows vulnerability or grounding
High-Energy Section	Jumps, spins, fast footwork, or dramatic arm gestures	Builds excitement, intensity, or urgency within the theme
Stillness and Isolation	Frozen poses, slow, isolated movements (e.g., one hand or head)	Creates focus, tension, or a key moment in the narrative
Shape-Based Duet or Trio	Dancers form shapes by leaning, lifting, or intertwining with each other	Highlights connection, relationships, or shared experiences
Spoken Word + Movement (Optional)	Simple words or phrases spoken while dancing	Provides context and can deepen the theme through both sound and movement
Repetition and Accumulation	Repeating one phrase with new parts added each time	Shows growth, change, or transformation over time
Improvised Moment (Structured)	A short section where dancers choose movements in the moment based on a prompt	Adds unpredictability and shows individual response to the shared theme

Planning

Answer the questions below.

1) What theme has your group chosen (e.g., justice, climate, inclusion), and why is it meaningful to you?

2) What specific feeling do you want your individual section to express within that theme?

3) What types of movement (e.g., sharp, heavy, still) will best show your idea? Why?

4) What shared movement, gesture, or transition will you use to link all the parts together?

5) How will you use energy and space differently from the other groups while still supporting the overall message?

Group Assessment

Rate your group's performance.

What is your group's name? _____		
Who created the group? _____		
Criteria	Rating Description	Rate (Colour the stars)
Theme Connection	Elements clearly reflected the theme through shapes, energy, and movement.	☆☆☆☆☆
Personal Contribution	Each member contributed their own section and worked together through movement.	☆☆☆☆☆
Smooth Transitions	Transitions between sections were connected and helped tell the piece like one complete story.	☆☆☆☆☆
Energy & Space Use	We used a range of energy levels and spatial directions to create and support the message.	☆☆☆☆☆
Group Collaboration	Everyone contributed ideas, rehearsed together, and supported one another during creation and performance.	☆☆☆☆☆
Creativity & Expression	Movements were original and expressive, making the performance more engaging and meaningful.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Contributes Personally	Did not create a clearly defined section.	Created a section with minimal connection to the theme.	Created a clear movement phrase that fits the theme.	Created an expressive, original section that clearly connects to the group's theme.
Connects Through Transitions	Transitions were not smooth or intentional.	Attempted transitions, but they felt rough or disconnected.	Transitions were mostly smooth and connected each section.	Transitions were smooth, intentional, and enhanced the overall flow of the performance.
Explores Energy and Space	Used no variety in energy or space.	Used a variety of energy and space, but not effectively.	Energy levels and space were used effectively in most of the performance.	Energy and space were used creatively and with control to express emotion and contrast.
Supports a Shared Theme	Theme was unclear or not represented through movement.	Theme was unclear, but some movement choices supported it.	Theme was clearly communicated through strong, intentional movement.	Theme was clearly and consistently communicated through strong, intentional movement.
Collaborates Effectively	Rarely participated or worked respectfully with the group.	Participated sometimes, but not consistently supportive.	Worked with others and encouraged them.	Fully collaborated—shared ideas, encouraged others, and worked respectfully throughout.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Activity: Flash Message

Objective What are we learning more about?

Students learn how dance can be used as a form of protest and personal expression. In pairs, students will draw a protest quote or headline and choreograph a movement response that conveys the message through body and energy—without words. The rest of the class will guess the theme based on the performance and movement expression.

Materials What do we need for our activity?

- ✓ A hat, bowl, or bag
- ✓ Printed cards with protest quotes (1 per pair)
- ✓ Timer or stopwatch
- ✓ Open space for performance
- ✓ Optional: instrumental background music



Instructions How do we conduct this activity?

- 1) **Introduction:** Teacher reveals or projects protest quotes or headlines to the whole class. Students briefly discuss and reflect on their meaning.
- 2) **Quote Card Draw:** That list is then prepared in a hat. Each pair of students draws one card from a hat or bowl. Each pair chooses a powerful quote or protest headline (e.g., "No Justice, No Peace," "Education Is a Right"). Students must keep their quote a secret.
- 3) **Choreograph the Message:** Pairs have 5 minutes to create a sequence of five symbolic movements inspired by the message. Movements should reflect their emotional response, not literally act out the words.
- 4) **Silent Rehearsal:** Rehearse without music. Focus on movement, energy, and meaning.
- 5) **Perform and Guessing:** Each pair performs their flash message to the class. No introduction or explanation is given. After each performance, the class guesses what the original quote or issue might have been.
- 6) **Reveal & Discuss:** After guesses are shared, the performing pair reveals their quote. Discuss how accurately the movement matched the message, and what could make it even clearer.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Communicates Message	Designs movements that reflect the meaning of the quote without using words.
Uses Five Distinct Movements	Includes exactly five movements that are fluid, expressive, and purposeful.
Performs with Expression	Shows emotion and intention through body, energy, and facial expression.
Stays in Sync with Partner	Collaborates smoothly with the partner, staying connected and coordinated.
Engages the Audience	Captures the class's attention and encourages discussion through strong choices.

Quotes/Headlines

Cut the quote cards below and let pairs draw one card each.

There is No Planet B

Stop Bullying Now

What Right for All

Every Voice Matters

Speak Up for Your Voice

Silence is Not an Option

Girls Deserve to be Heard

Justice is What Love Looks
Like in Public

Kindness is Strength

Different, Not Less

Books Not Bombs

Hope is a Human Right

Protect Our Water

Love

Black Lives Matter

No Hate

Save the Bees, Save the World

You Are Not Alone

Stand Up, Don't Stand By

We Rise by Lifting Others

Tips

Apply the tips below to create a better dance performance.

Tip	Why It Helps
Break down your story	Helps you understand the most important message to express through movement.
Think about the energy behind the story	Guides the energy, facial expression, and body shapes you should use.
Use contrast in movement	Shows shifts in feeling—like hope vs. fear or unity vs. conflict.
Choose strong, repeatable gestures	Makes your story more memorable and easier for your audience to understand.
Practise in slow motion first	Helps you understand the meaning behind each movement and the space you're using.
Try a freeze or final pose	Leaves a lasting impression in the audience's mind and strengthens the message.
Match levels to meaning	High levels may show strength or power; lower levels might suggest struggle or sadness.
Don't be too literal	Use abstract or symbolic movement to allow room for interpretation.
Make eye contact or direct focus	Adds emotional intensity and connects you with your audience.
Keep transitions clean	Clear shifts between your five movements help the story flow and avoid confusion.

Reflection

Answer the questions below.

1) What quote or headline did you and your partner interpret?

2) What did you do to make your message clear without using words?

3) Did your audience understand your message? Why do you think that happened?

4) What did you learn about using dance to communicate ideas or emotions?

5) Out of all the performances, including yours, which was the most successful performance for you? Why?

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Creates Connection to Message	Movement lacks connection to message.	Message is partially communicated; some intent shown but lacks clarity.	Message is mostly clear and connected to the quote; meaning is visible.	Movement fully expresses the quote clearly, symbolically, and meaningfully.
Uses Five Distinct Movements	Does not use five or more movements.	Uses 5 movements, but some lack variety or intention.	All 5 movements are used and mostly distinct; some variety and intention shown.	All 5 movements are distinct, purposeful, and show strong creative choices.
Performs with Expression	Movement is flat; no emotion, energy, or intention shown.	Some expression shown through energy and intent.	Expression is present in most movements through energy and facial intent.	Strong expression in all movements through consistent energy, emotion, and physical intent.
Stays in Sync with Partner	Little collaboration; movement is disconnected or out of sync.	Some collaboration; inconsistencies in timing or movement.	Mostly in sync; partner's movement is visible and clear.	Fully synchronized and well-rehearsed; strong sense of partnership and unity.
Engages the Audience	Audience connection is weak; message is hard to follow.	Some audience attention gained, but limited impact.	Message is mostly clear and connected to the quote; meaning is visible.	Fully captivates the audience; message is impactful and prompts discussion/reflection.

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

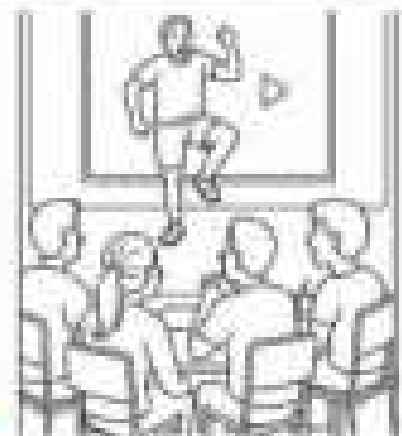
Activity: Métis Jigging Reflections

Objective What are we learning more about?

Students will explore how cultural fusion is expressed through traditional Canadian dance. By studying Métis jigging, they will explore how rhythm, music, footwork, and space come together to reflect cultural identity, pride, and storytelling.

Materials What do we need for activity?

- ✓ Métis jigging performance video
- ✓ Observation Checklist



Instructions How do we complete?

- 1) **Start with Background (Intro):** Begin by explaining the cultural significance of Métis jigging—a lively dance that blends Indigenous and European traditions. Students will explore how this dance reflects community spirit and cultural history.
- 2) **View the Performance:** Show the jigging video and observe how the dancers use music, tempo, and space, and how the movements respond to the energy of the fiddle.
- 3) **Complete the Checklist:** While watching, students use the checklist to record their notes about tempo, energy, and the relationship between music and movement.
- 4) **Group Reflection:** After the video, lead a class discussion. Students share what they noticed and compare insights on how the dance reflects identity, storytelling, and tradition.
- 5) **Individual Response:** Students write a short reflection describing what they learned about Métis jigging and how it uses movement and music to celebrate cultural blending.

Checklist

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

Dance Element Description	✓	X
The dance work is quick, rhythmic, and clearly made to music.		
The movement follows the beat of the fiddle and stays in time throughout the performance.		
The dancer repeats some elements but also adds variety to keep the audience interested.		
Movements are performed with confidence and energy, especially during the solo.		
The dancer travels across space, changes direction, pathway shifts, or formations.		
The performance shows emotion, pride, and celebration.		
The use of rhythm and timing creates confidence and builds excitement.		
Cultural influences are visible through dance elements or storytelling in movement.		
Group or solo parts are well-organized and visually easy to understand.		
The dancer stays focused, steady, and in control during the routine.		

Reflection

Describe what you learned about Métis jigging and how it uses movement and music to celebrate cultural blending.

Handwriting practice lines for the reflection section.

Word Scramble

Unscramble the words from the

WORD BANK

FOOTWORK

UNITY

MUSIC

JIGGING

FIDDLE

TIMING

RHYTHM

GMITIN		OWOKRFTO	
LEFIDD		ULCUETR	
YIUNT		NPTETAR	

Activity: The Power of Haka

Objective

What are we learning more about?

Students will explore the haka, a traditional Māori dance from New Zealand, and explore how rhythm, voice, and expression are used to convey strength, honor, and unity. They will reflect on how the haka communicates messages of identity, pride, and community through non-verbal expression.

Materials

What do we need for our activity?

- ✓ Authentic video of a haka performance (e.g., Kapa Haka, All Blacks).
- ✓ Printed Haka Observation Checklist.



Instructions

How do we complete this?

- 1) **Introduction & Cultural Background:** Explain the origins of the haka as a ceremonial war dance used by the Māori people of New Zealand. Discuss how haka has evolved—now used to honor achievements, express collective pride, or make powerful statements at public events (e.g., sports memorials, protests). Emphasize cultural respect and the dance's spiritual and emotional depth.
- 2) **Watch the Haka:** Play the haka video. Ask students to observe elements such as energy, vocal rhythm, facial expressions, body movements, and patterns, and emotional tone. Encourage silent, focused observation.
- 3) **Complete the Checklist:** Students independently complete the Observation Checklist, noting the key elements they observed—such as synchrony, repeated actions, and emotional delivery.
- 4) **Group Discussion:** Facilitate a class discussion using prompts:
 - What messages do you think the performers were expressing?
 - How did the dancers use voice, gesture, or gaze to create intensity?
 - What stood out most about their unity or rhythm?
 - How does this compare to dance styles you're more familiar with?
- 5) **Personal Reflection:** Students answer a short reflection in response to some questions provided by the teacher.

Checklist

Check off the elements you observe in the Haka performance.

Dance Element Description	✓	X
The performers use strong, grounded movements with clear intention.		
Facial expressions (e.g., wide eyes, tongue out) are used to express emotion and intensity.		
The group performs together in unison, showing unity and coordination.		
Vocal chanting or rhythmic sounds accompany and support the physical movements.		
Repetition of movements or phrases builds energy and strengthens the message.		
The performance expresses emotions such as pride, resistance, or challenge.		
Dancers change levels (e.g., crouching, rising) and directions to shape the space.		
Cultural identity and purpose are clear through movement and group expression.		
The transitions between movements are smooth and purposeful.		
The overall performance feels powerful, connected, and emotionally impactful.		

Questions

Answer the questions below

1) What did this dance teach you about cultural pride or resistance?

2) How did it make you feel as a viewer?

3) Why do you think movement and facial expressions can be just as powerful as words?

Word Search

Find the words in the grid

Haka	Movement
Unity	Resistance
Rhythm	Culture
Energy	Intensity
Chanting	Strength
Expression	Identity



Activity: Jiggle Jiggle Remix

Objective

What are we learning more about?

Students will replicate the viral "Jiggle Jiggle" dance, then remix it using qualities such as energy (fluid vs. sharp), space (levels and directions), and relationships (dancing in pairs/groups). This activity encourages playfulness, creative collaboration while deepening their understanding of dance dynamics.

Materials

What do we need for activity?

- ✓ Video or tutorial of the Jiggle Jiggle dance (Louis Theroux / TikTok)
- ✓ Speakers for audio playback
- ✓ Open dance space



Instructions

How do we complete the activity?

- 1) **Warm-Up & Context:** Start with a short video to explain the origins of the Jiggle Jiggle dance as a light-hearted meme. Introduce choreography that invites exaggeration and creativity. Emphasize that the dance is to be interpreted in fun and unexpected ways.
- 2) **Learn the Jiggle Jiggle Dance:** Play the video with the original moves slowly, step-by-step. Encourage accuracy but also encourage humor and playfulness.
- 3) **Remix It:** In pairs or small groups, students create their own remix of the dance by changing movement qualities and patterns. Encourage them to:
 - Use exaggerated energy (e.g., extremely fluid vs. robotic)
 - Add changes in level or direction
 - Create partner shapes, mirroring, or call-and-response moments
 - Explore timing (slow-motion, speed burst)
- 4) **Perform & Share:** Each group presents their remix. Before performing, they briefly name their remix style (e.g., "Slinky Jiggle" or "Robot Jiggle"). Class watches for use of style, energy, and relationships.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Performs Original	Accurately performs the base Jiggle Jiggle dance steps with correct rhythm and timing.
Applies Remix	Clearly changes the energy, shape, or timing of movements to create an exaggerated remix.
Uses Partner Relationship	Includes partner or group interactions like mirroring, contrasting, or shared shapes.
Expresses Intention and Mood	Defines the dance with expressive attitude, humour, or emotion that enhances performance.
Stays in Sync and on the Beat	Stays in sync with music and stays coordinated with partner or group throughout the piece.

Tips

Apply the tips below to create a dance phrase.

Tip	How It Helps
Keep your movements relaxed but clear	The original dance is simple, but you still need to show your own style and rhythm.
Pick a remix style that makes people smile	Humour is a key part of the remix. Pose something surprising or unexpected.
Try dancing like you're made of jelly—or like a robot	Playing with fluid or stiff movements creates a fun and visible contrast.
Add a group moment where everyone moves differently	Makes your remix more creative and choreography choices.
Use a freeze to break the rhythm and reset attention	A still pose adds contrast and gives the audience a moment to react.
Practise your timing with the beat before remixing	Staying on beat is key—remixing works best when your base rhythm is solid.
Make eye contact or interact with your partner	Adds energy and makes your performance more connected and engaging.

Reflection

Answer the questions below.

1) What did you change and why?

2) How did you change the energy and space differently than the original?

3) What was fun, and what was challenging?

4) Was it harder to be creative or to stay on beat?

5) What kind of feeling or message did your group's remix give the audience?

PROFESSIONAL

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Performs Original Moves	Performs original moves with some major errors	Some steps are performed, but timing or control is inconsistent	Performs most original moves with solid rhythm and coordination	Performs all original moves clearly and on beat with full energy and control
Applies Style Variation	Does not apply any variation	One variation (e.g., tempo or level) is attempted but has little impact	Variation is clearly applied and adds some creative contrast to the original.	Multiple, creative variations clearly enhance the dance and reflect strong choreographic thinking
Uses Group Relationships	Little visible partner/group interaction	Includes some interaction or work with group	Includes clear interaction like mirroring or shared direction with group	Strong, consistent use of group formations, partnering, or interaction to support remix style
Expresses Intent or Mood	Lacks expression; no clear style or attitude	Some expression shown, but mood is not fully sustained	Strong expression and mood that enhance the performance and audience impact	Strong, consistent expression and mood that enhance the performance and audience impact
Stays in Sync and on Beat	Often off beat or not in sync with partner/group	Some timing/syncing issues, especially during transitions	Mostly on beat and in sync with partner/group	Consistently on beat, with strong group coordination and attention to musical timing

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Activity: Wednesday Addams Dance

Objective

What are we learning more about?

Students will explore how stylized movement can communicate character and mood by remixing the iconic Wednesday Addams dance. Through this activity, they will practice eccentric movement, character expression, and choreographic tools like asymmetry and isolation.

Materials

What do we need for our activity?

- ✓ Video of the Wednesday Addams dance (Netflix series performance tutorial)
- ✓ Audio system and speakers for playing music (e.g., "Goo Goo Muck")
- ✓ Open space for rehearsal



Instructions

How do we complete the activity?

- 1) **Introduction & Character Context:** Introduce the character of Wednesday Addams. Discuss how her personality (eccentric, strange, intense) is expressed through her unique, offbeat movement. Briefly explain terms like isolation (moving one body part at a time) and asymmetry (uneven body shapes or paths).
- 2) **Learn the Original Routine:** Show the original dance video. Teach students key phrases from the routine, focusing on still facial expressions, arm and head isolations, odd or quirky body angles and creative footwork (e.g., slow walk vs. quick hands).
- 3) **Remix & Stylize:** In pairs or small groups, students create a remix of the dance that keeps the "Wednesday mood" but adds their own moves. They should:
 - Keep a consistent eccentric character
 - Use at least two isolations and one asymmetrical shape
 - Add one group element (e.g., canon, ripple, or unison pose)
- 4) **Share & Reflect:** Each group performs their remix. Afterwards, classmates share observations about how character and movement were expressed.

Criteria: Use the criteria below to complete the assignment.

Criteria	Description
Shows Eclectic Style	Uses odd, quirky, or unexpected movements to match Wednesday's unusual energy.
Uses Isolations	Moves one body part at a time (e.g., head, shoulders, arms) with control.
Includes Asymmetrical Shapes	Creates poses or movement phrases that are uneven or unbalanced on purpose.
Performs in Character	Displays a still face, strong focus, and intense or menacing expression.
Adds a Unique Remix Element	Includes at least one original twist to the routine that isn't in the original.

Do's & Don'ts: Apply these tips to make your performance better.

Do	Don't
Keep a serious or eerie facial expression to stay in character.	Don't smile or laugh during the routine—the A is a mood.
Use strong isolations in the arms, head, and shoulders.	Don't make movements flowy—this dance is all about contrasts.
Add at least one quirky or unexpected move in your remix.	Don't copy a trend that doesn't fit the weird, eerie theme.
Use an asymmetrical shape or off-balance position intentionally.	Don't stick to symmetrical poses—it should look off.
Perform with a controlled, creepy rhythm (slow and intense).	Don't rush—this dance is about speed, it's about presence.
Interact with your group using odd angles or mirrored movement.	Don't ignore your partner—relationship enhances the visual style.
Embrace your weirdness—own your personal twist on the character.	Don't be afraid to stand out—it's not about being perfect.

Group Assessment

Rate your group's performance.

What is your theme? _____

Which group are you assessing? _____

Category	Rating Description	Rate (Colour the stars)
Character Expression	Kept a serious, eerie tone like the Wednesday Addams. Character was consistent throughout the dance.	☆☆☆☆☆
Movement Style	Used asymmetry, and sharp movements that suited the character and theme.	☆☆☆☆☆
Choreographic Remix	The group added their own variations or twists while keeping the feel of the original choreography.	☆☆☆☆☆
Use of Space	Dancers used levels and spacing to enhance the performance and show strong stage awareness.	☆☆☆☆☆
Group Coordination	Movements were synchronized. Dancers showed strong spatial awareness and connection as a group.	☆☆☆☆☆
Creativity & Risk-Taking	The performance included bold, original choices that made it memorable and engaging.	☆☆☆☆☆
Overall Performance Impact	The routine captured the audience's attention and expressed the unique mood and character of the dance.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Shows Eccentricity	Movements standard	A few moments showed quirky or unusual movement	Mostly quirky or odd movement used to reflect the style	Consistently used eccentric, unique movement that captured Wednesday's character
Uses Isolation Clearly	Isolation not used	Some isolated movements (head, shoulders, but not fully)	Several clear isolations shown with good control	Isolations were sharp, precise, and effectively used throughout the routine
Asymmetrical Shapes	Movements stayed symmetrical/balanced	Some asymmetrical movements	Used asymmetrical poses/movements in several parts of the dance	Asymmetry was intentional, creative, and enhanced the style of the dance
Performs with Character	Lacked emotion or character; no facial expression	Some character with minor breaks in focus	Good character and consistent focus	Excellent character expression with consistent intensity and strong focus
Remix Element	Repeated original choreography without variation	One minor change attempted but didn't clearly stand out	One clear change that stood out	A clear, original twist was added that fit the dance and made it more creative and engaging

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?



Workbook Preview



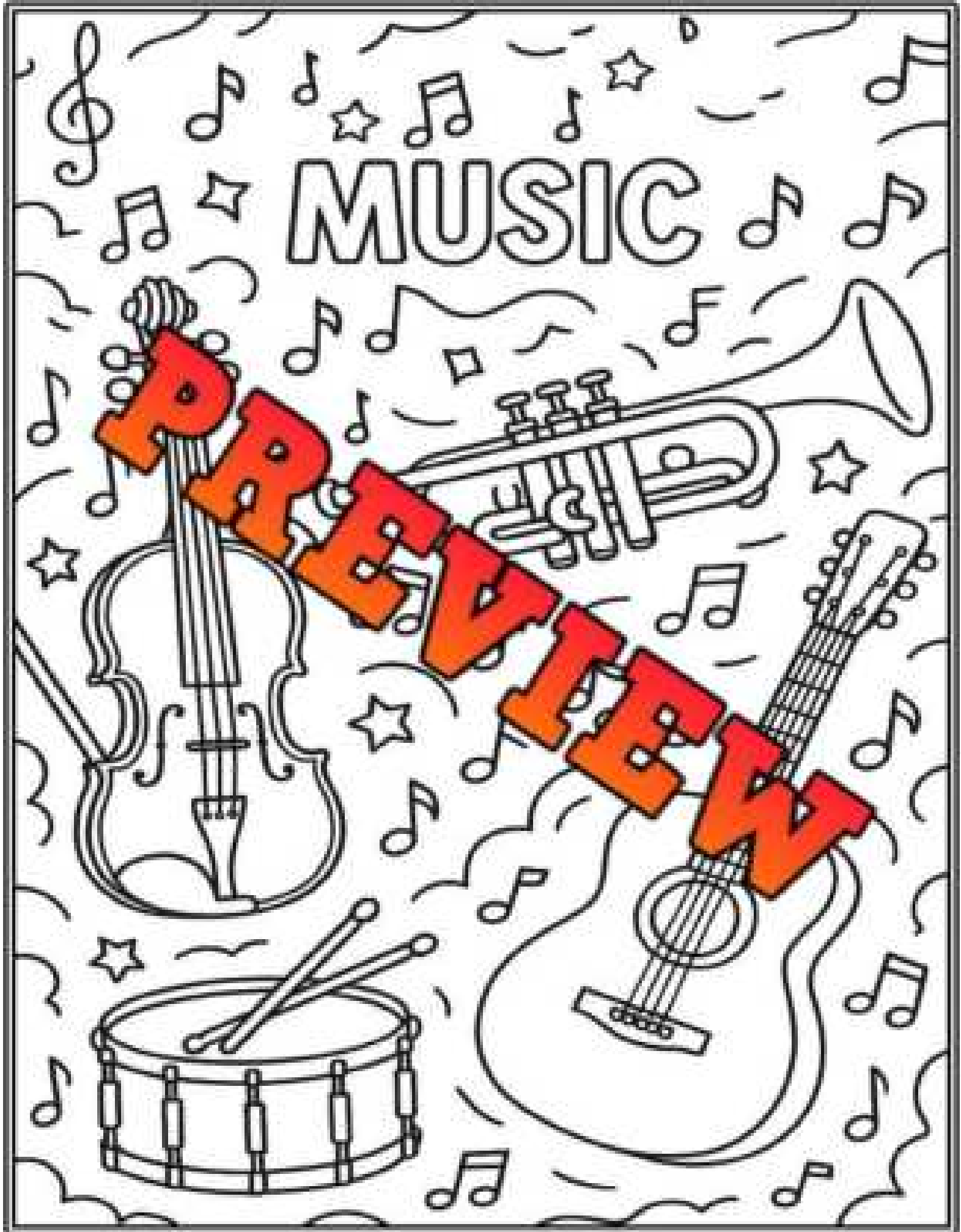
Ontario – Arts Curriculum

Grade 8 – Music

	Learning Experiences	Pages
C1.1	Sing and/or play, in tune, music in unison and in two or more parts from a variety of cultures, styles, and historical periods	27-30, 85-87
C1.2	Apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose	34-37, 52-53, 91-95
C1.3	Create musical compositions in a variety of forms for specific purposes and audiences	41-44, 52-53, 97-101
C1.4	Preview of 90 pages from this product that contains 175 pages total.	19-24, -107
C1.5		114
C2.1		-120
C2.2	Analyse, using musical terminology, ways in which the elements of music are used in various styles and genres they perform, listen to, and create	25-26, 32-33, 39-40, 46-47, 54-55, 62-64, 68-69, 76-77, 83-84, 89-90, 103-104, 109-110, 116-117, 122-126, 128-129, 136-137,
C2.3	Identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members	31, 38, 45, 51, 61, 67, 75, 82, 88, 96, 102, 108, 115, 121, 127, 135, 142
C3.1	Analyse some of the social, political, and economic factors that affect the creation of music	70-74, 130-134
C3.2	Compare and contrast music from the past and present	78-81, 138-141

MUSIC

PREVIEW



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 (a sound that is either high or low). By placing notes on these lines and spaces, composers give exact instructions about which sound to play or sing, and how high or low it should be. You can think of the staff like a blueprint or a grid for music—it organizes sound in a way that allows musicians everywhere to read, share, and perform the same piece accurately. Without the staff, written music would be confusing and inconsistent.

Meet the Treble Clef

At the beginning of a staff, you'll see a symbol called the treble clef, sometimes known as the C-clef. This symbol tells us that the notes on the staff will be higher in pitch. These are the notes you'll find on instruments such as the flute, violin, trumpet, recorder, and guitar, as well as the right hand on the piano. The treble clef gets its nickname because it starts directly around the line that represents the note G. This makes it easy to find their place on the staff.

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. 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 language. 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 compose 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 the same staff system, which means that once you learn it, you can communicate musically with anyone—no matter where you are.

Name _____

2

Curriculum Connections
12.5.1.1.4

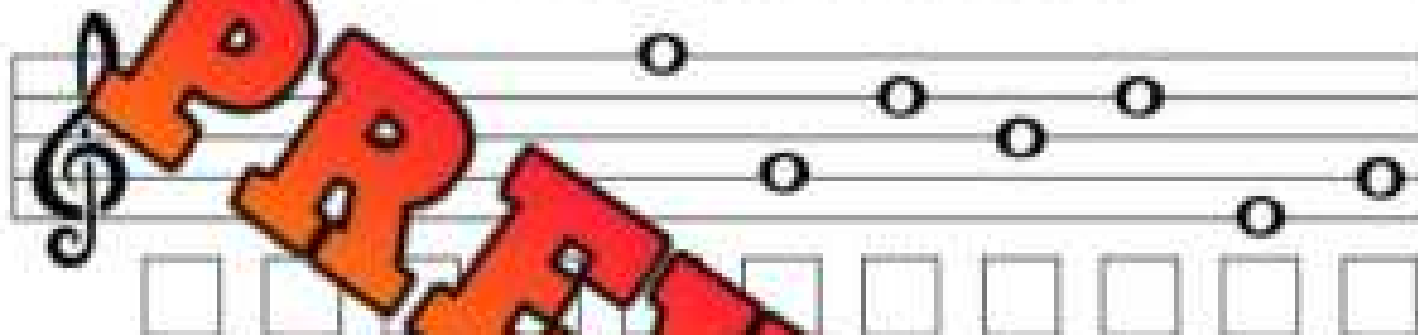
Part 1

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



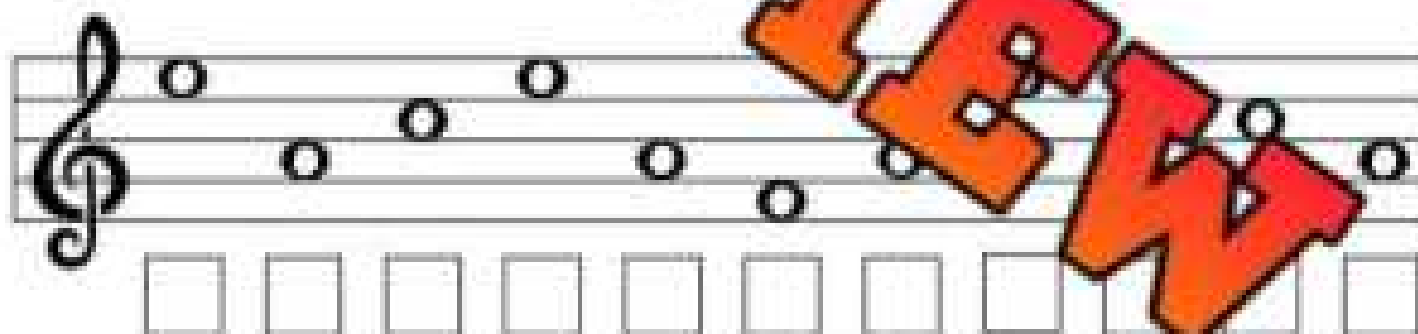
Part 2

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



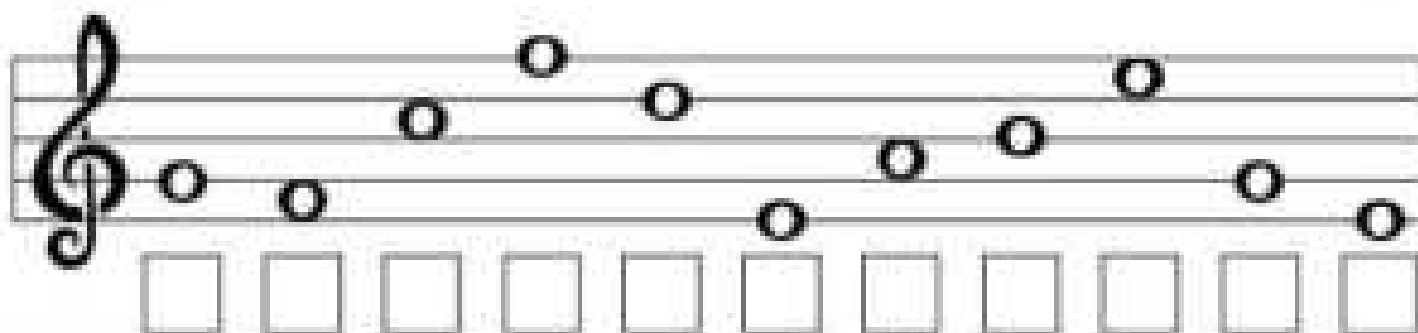
Part 3

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



Part 4

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

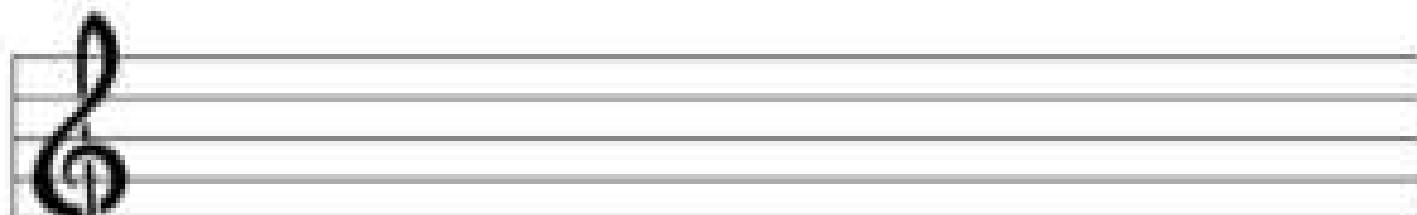


Name _____

8

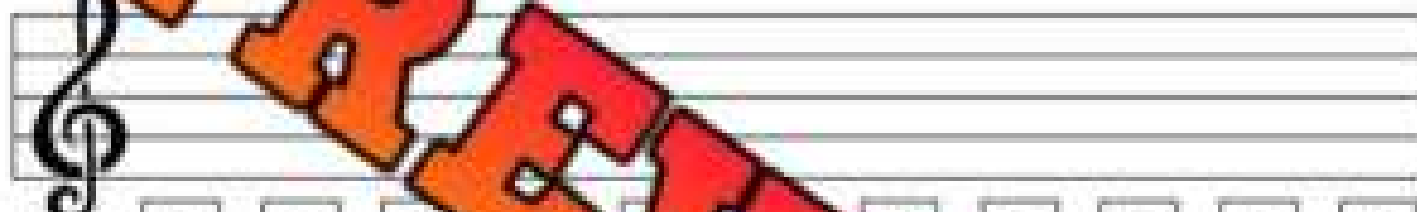
Copyright © 2015
www.123worksheets.com

Part 5 Draw each line note on the staff



F G E B D F B G E D F

Part 6 Draw each space note on the staff



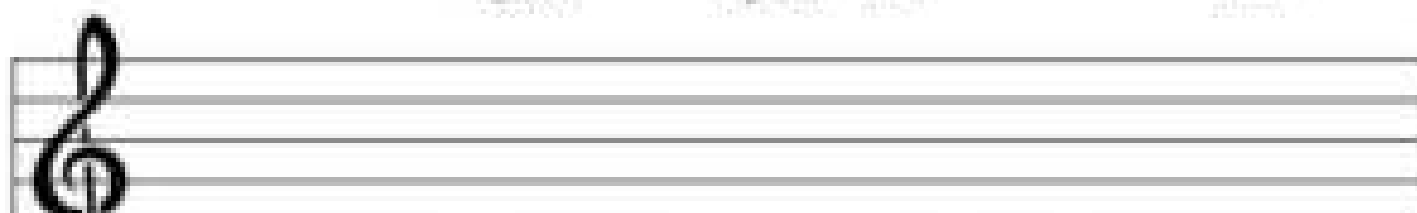
F E A C F A

Part 7 Draw each note on the staff



C B D F A E F G A E G

space space line line



E G C E D F B A D F G

space line 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, which are just as important as the higher ones. The two dots of the symbol frame the line that represents the note F, giving the clef its name. Because of this, musicians can quickly find their starting point when reading music in bass clef. You'll encounter the bass clef in instruments such as the tuba, trombone, bassoon, cello, and double bass. It is also used by the left hand of the piano, which usually plays the lower notes while the right hand plays the higher notes.

Remember the Lines: G B D F A

The five lines of the bass clef (from bottom to top) stand for the notes G – B – D – F – A.

A common way to remember these notes is by saying: **Great Big Dragons Fly Away**.

Each word matches one note on the lines, starting from the bottom line and going up.



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 uses both high and low pitches at the same time. The treble clef organizes higher notes, while the bass clef organizes lower notes. On the piano, for example, the right hand usually plays treble clef notes and the left hand plays bass clef notes. Together, they cover a wide range of sound—from the deepest lows to the brightest highs. This allows composers to write music that is full and balanced.

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 skill not only helps you perform music more accurately but also prepares you to compose your own music, using the full range of sounds available. Musicians worldwide depend on both clefs, so by learning them, you can communicate musically with almost anyone.

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

PREVIEW

Part 3

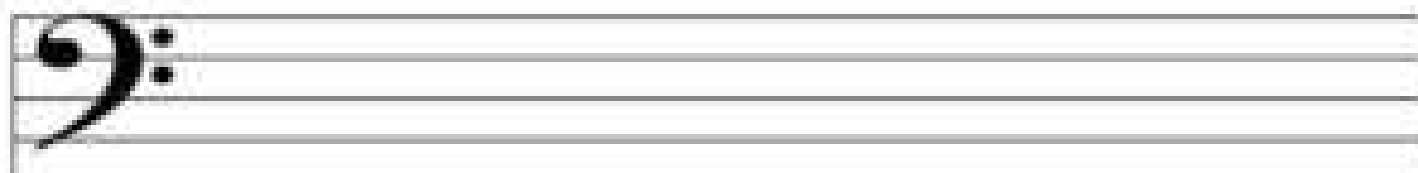
Write each space note's name underneath the notes shown on the bass staff.
Remember: All Cows Eat Big Green Apples

PREVIEW

Part 4

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

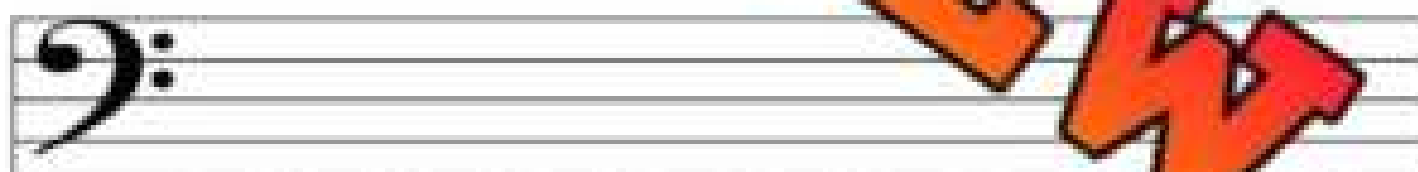
PREVIEW

Part 5 Draw each line note on the bass staff

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

Part 6 Draw each space note on the bass staff

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

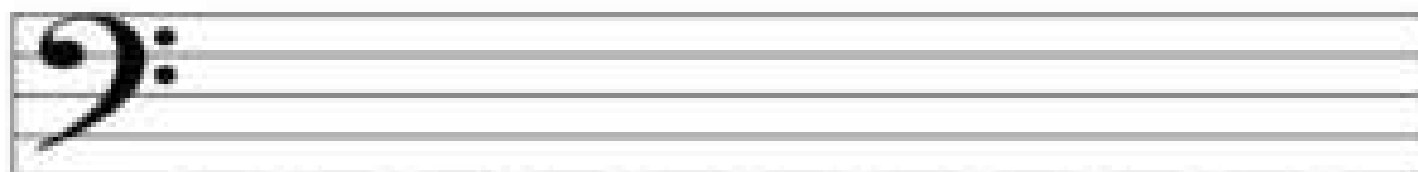
Part 7 Draw each note on the bass staff

B	A	E	G	A	C	E	D	F	G	B
---	---	---	---	---	---	---	---	---	---	---

space

space line

line



C	G	A	E	C	G	E	A	D	B	F
---	---	---	---	---	---	---	---	---	---	---

line line

space

space

Challenge: Last Note Standing!

Objective What are we learning more about?

Students will practise accuracy and speed in identifying staff notation by physically stepping on the correct notes on their own floor staff. The game adds competition, teamwork, and focus as students try to avoid elimination and be the last one standing in their group.

Materials What do we need for our activity?

- ✓ One taped floor staff (5 lines)
- ✓ Teacher prompts for notes
- ✓ Open space for taped staff



Instructions How do we complete the activity?

- 1) Set up one large staff on the floor at the front of the room and tape.
- 2) Call up three student volunteers to stand beside the staff.
- 3) Call out the name of a note (for example, "B" or "F"). The three students must quickly jump onto the correct line or space for that note.
- 4) The two students who are the slowest or incorrect sit back down, and the fastest correct student stays.
- 5) Bring up two new challengers to face the winner.
- 6) Keep calling out new notes, with the winner staying on and new players rotating in, just like "King of the Court."
- 7) Continue the game until everyone has had a chance to play or until time is up.

Prompts

Cut out the cards below and shuffle them. Then draw a card and say the note for the students to stand on.

Treble E Line Note

Bass G Line Note

Treble F Space Note

Bass A Space Note

Treble G Line Note

Bass B Note

Treble A Space Note

Bass C Note

Treble B Note

Bass D Space Note

Treble C Note

Bass E Space Note

Treble D Note

Bass F Note

Treble E Space Note

Bass G Space Note

Treble F Line Note

Bass A Line Note

Reading Ledger Lines

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

Instruction

Label the notes below

PREVIEW

The image shows three musical staves with notes on ledger lines. Each staff has a set of eight empty boxes below it for labeling the notes.

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

Name: _____

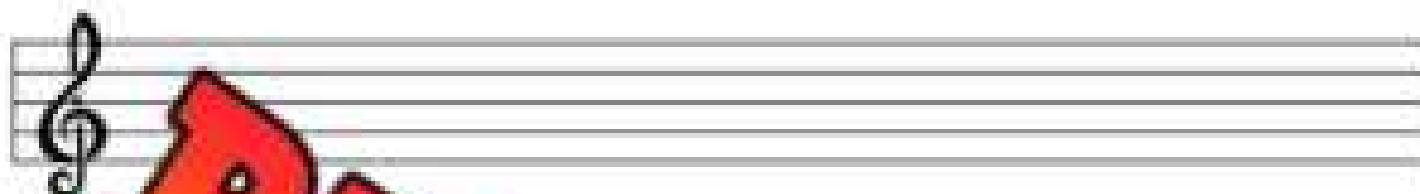
15

Copyright © 2015
www.123worksheets.com

Using Ledger Lines

Instructions

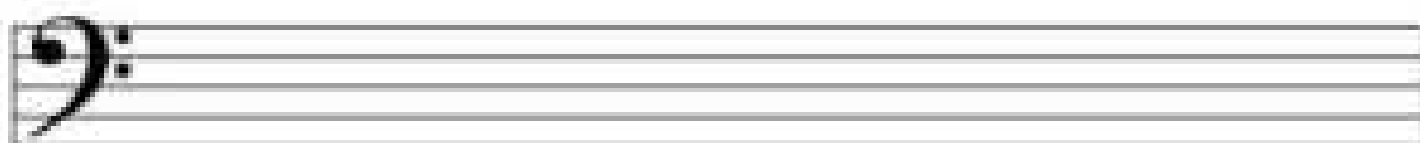
Draw the notes on the staff. Use ledger lines so you can draw the notes without repeating any.



C C D D A A A



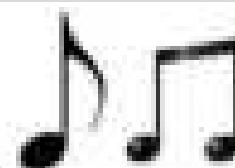
E E E A A A C



B B B D D D F F F F

What Are Eighth Notes?

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



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

Instruction: Draw single eighth notes and connected eighth notes below.

Single Eighth Notes	Connected Eighth Notes

Instructions:

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

Staff 1: Treble clef, 4/4 time signature. Notes: quarter rest, eighth note, eighth note, quarter rest, eighth note, quarter note, eighth note, eighth note, quarter rest. Below the staff are 12 empty boxes for counting beats.

Staff 2: Treble clef, 4/4 time signature. Notes: eighth note, eighth note, quarter note, eighth note, eighth note, quarter note, eighth note, eighth note, quarter note, eighth note, eighth note, quarter note, eighth note, eighth note, quarter note, eighth note, eighth note, quarter note. Below the staff are 18 empty boxes for counting beats.

Staff 3: Bass clef, 4/4 time signature. Notes: quarter rest, quarter rest, eighth note, eighth note, quarter note, eighth note, eighth note, quarter note, quarter rest, eighth note, eighth note, quarter note, eighth note, eighth note, quarter note, eighth note, eighth note, quarter note. Below the staff are 18 empty boxes for counting beats.

Using Different Time Signatures

In $\frac{2}{4}$ time, there are 2 beats per measure. A quarter note = 1 beat.
An eighth note still equals $\frac{1}{2}$ a beat, but now 4 eighth notes fit in one measure.
A half note equals 2 beats (the whole measure), while a whole note doesn't fit in $\frac{2}{4}$ because it needs 4 beats.

Instructions

How much is each note worth? Draw barlines.



Instructions

Fill in the table below with the number of items that fit in a measure.

Symbol	Name	2/4 Time	Time
	Quarter Rest		
	Eighth Note		
	Half Note		
	Whole Note		
	Quarter Note		
	Half Rest		
	Sixteenth Note		
	Eighth Rest		
	Sixteenth Rest		

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.



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.

Twinkle -	like	twinkle -	like	little -	like	star,
How	I	was -	far	what	you	are,
Up	a -	bore	the	world	so	high,
Like	a	diamond	in	the	sky!	
Twinkle -	like	twinkle -	like	little -	like	star,
How	I	was -	far	what	you	are,

Jingles in Advertising

What is a Jingle?

A jingle is a short and catchy piece of music that is used in advertising. It is designed to stick in your head and make you remember a product or brand. Jingles often use simple words, repeated rhythms, and fun melodies so they are easy to sing. They are usually less than 30 seconds long but can stay in your head for days. This makes them one of the most effective tools in marketing.



How Do Jingles Work?

Jingles work by combining sound with words. When you hear a rhythm or melody often, your brain starts to connect it with the words. For example, a cereal commercial might use a happy and bouncy tune to make the food seem fun and energetic. Advertisers also add rhymes or repeated words because these are easier to recall. The mix of sound and words makes the message more memorable than just hearing a spoken slogan.

Why Are Jingles Effective?

Music has the power to affect emotions. A cheerful tune can make people feel happy, while a calm melody can make them feel safe. Jingles use this emotional connection to make products more appealing. They also help create brand identity. When you hear the same jingle again and again, you quickly connect the music to that brand.

Jingles Today

Even though many ads today use visuals and digital effects, jingles are still important. They are used in commercials, radio, and even social media ads. A strong jingle can cut through the noise and remind people of a brand instantly. That is why jingles continue to play a key role in advertising today.

Questions

Answer the questions below.

1) Why are jingles often more memorable than spoken slogans?

2) Do you think jingles are still important today, even with digital ads and social media? Why or why not?

Fill In The Blanks

Fill in the blank with the correct answer.

- 1) A jingle is a short and _____ piece of music that is used in advertising.
- 2) Jingles are usually less than _____ long and can stay in your memory for days.
- 3) Advertisers often use _____ or repeated phrases that are easier to recall.

True or False

Is the statement true or false?

1) Jingles are used only in television ads and nowhere else.	True	False
2) Jingles are less effective than spoken slogans because people forget them easily.	True	False
3) Jingles often use simple words, repeated rhythms, and fun melodies.	True	False
4) Jingles can help connect emotions like happiness and calmness to a product.	True	False

Activity: Create Your Own Jingle!

Objective What are we learning more about?

Students will explore how repetition, rhyme, and rhythm make music memorable by creating a short advertising jingle. Working in small groups, they will design a 15–30 second tune for a fictional product, perform or record it, and reflect on how these elements affect catchiness and emotional impact.

Materials What do we need for our activity?

- ✓ Classroom instruments: xylophones, boomwhackers, etc.
- ✓ Paper and pencils for brainstorming slogans and writing lyrics.
- ✓ A device to record audio (optional but encouraged).
- ✓ Whiteboard/Smartboard to share examples of jingles.



Instructions How do we complete the activity?

- 1) **Listen and Learn:** The teacher will play a few well-known jingles. While listening, pay attention to the repetition, rhyme, and rhythm. Discuss: What makes these jingles stick in your head?
- 2) **Group Brainstorming:** In groups, choose a fictional product (for example, "Insta-Socks," "Homework Helper Pen," or "Choco Blast Cereal"). Write down ideas for a catchy slogan that could go with your product.
- 3) **Add Rhythm and Rhyme:** Create a short chant using your slogan. Experiment with clapping, tapping, or using body percussion to find a rhythm that matches your words. Keep it short and catchy.
- 4) **Create a Melody:** Add a simple tune using instruments such as boomwhackers, xylophones, or keyboards. Make sure the melody fits with your chant and feels fun or memorable.
- 5) **Rehearse and Perform:** Practise your jingle until everyone in the group is comfortable before performing it to the class. You can include a harmony or echo part or change the tempo once to make your performance stand out.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Used Repetition, Rhyme, and Rhythm	Included at least one clear example of repetition, rhyme, or steady rhythm to make the jingle catchy and memorable.
Created a Slogan	Came up with a short, simple, and easy-to-remember slogan that connected well with the product.
Matched Music to Message	Designed the melody that reflected the mood or idea of the product (e.g., fun and lively for candy, calm and soothing for lotion).
Worked Effectively in Group	Collaborated respectfully, shared ideas, and participated equally in creating and performing the jingle.
Reflected on Catchiness	Explained which elements (repetition, rhyme, rhythm, melody) made their jingle effective and why it could stick in someone's memory.

Planning

Answer the questions below.

1) What is your imaginary product, and what problem does it solve or what benefit does it give?

2) Who is your target audience (kids, teens, adults, families), and what kind of sound or music will appeal to them?

3) What key message or story do you want your audience to remember from your jingle?

4) What words or rhymes can you use to make your product easy to remember?

5) What kind of rhythm or beat will best fit your product (fast, slow, playful, dramatic)?

Performance-Assessment

Rate another group's Jingle.

My name is _____

Which group's jingle are you rating? _____

Criterion	Your Thoughts on the Jingle	Rate (Colour the stars)
Content	_____	☆☆☆☆☆
Use of Rhythm and Rhyme	_____	☆☆☆☆☆
Creativity of Product and Slogan	_____	☆☆☆☆☆
Melody and Musicality	_____	☆☆☆☆☆
Group Presentation	_____	☆☆☆☆☆
Audience Impact	_____	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Used Repetition, Rhyme, and Rhythm	No clear use of repetition, rhyme, or rhythm.	Some use but unclear or inconsistent.	Clear use with a few slips.	Strong, consistent use that makes it catchy.
Created Clear Slogan	No slogan or unclear connection to product.	Basic slogan but not memorable.	Clear slogan that connects to product.	Very catchy slogan that fits product perfectly.
Matched Music to Message	Music does not match product or message.	Music sometimes matches idea.	Music mostly matches the idea.	Music clearly matches and enhances the idea.
Worked Effectively in Group	Rarely works together or shared ideas.	Teamwork but unclear effort.	Good teamwork and effort.	Excellent teamwork with equal, respectful effort.
Reflected on Catchiness	No explanation of effectiveness.	Basic explanation with little detail.	Explanation of why it works.	Thoughtful explanation of why it works.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

The Power of Protest Songs

Music as a Voice for Change

Protest songs are a special kind of music created to raise awareness and inspire change. They are often connected to political or social issues, such as freedom, equality, justice, or human rights. Instead of being only entertainment, these songs help people to express their beliefs, share their stories, and call for action. Music gives individuals a powerful voice, even when they may not be heard otherwise.



Stories in Song

Many protest songs tell stories about real life experiences. For example, some focus on the struggles of workers for better rights, or the desire for peace during times of war. By putting these stories into music, protest songs make complex issues easier to understand. They often use simple words, strong emotions, and memorable melodies so that anyone can sing along and spread the message.

Unity and Inspiration

One of the most important roles of protest songs is their ability to bring people together. When large groups sing the same song together, it builds a sense of community and shared purpose. This unity can inspire hope, strength, and determination. Songs can be heard at marches, rallies, and gatherings, where music adds energy and emotion to the cause.

A Lasting Impact

Protest songs are more than temporary reactions to problems. Many of them remain important long after the events that inspired them. They remind people of past struggles and victories, while continuing to encourage action for new challenges. In this way, protest songs act as both history lessons and motivation for the future.

Question

Protest songs tell stories about struggles, such as war or workers' rights. Can you connect this to a story, book, or movie about social struggles?

Word Scramble: Scramble the words from the word bank.

Word Bank			
STRUGGLE		STRENGTH	
JUSTICE		EQUALITY	
PROTEST		UNITY	
DILOYEM			
MEODFER		EUTSGO	
ITJUESC		TUNIY	

True or False

Is the statement true or false?

1) Protest songs often deal with topics such as freedom, equality, justice, and human rights.	True	False
2) Only professional musicians can sing or perform protest songs, which is why they are rarely sung by large groups.	True	False
3) Some protest songs continue to be remembered long after the struggles they were written for.	True	False
4) When sung by groups at rallies or marches, protest songs can inspire unity, hope, and strength.	True	False

Activity: Write Your Own Protest Song

Objective What are we learning more about?

Students will explore how music can be used to raise awareness and inspire change by writing and performing their own protest songs. They will choose a social or environmental issue that matters to them, write original lyrics with a strong message, and set them to a simple melody using basic chords.

Materials What do we need for our activity?

- ✓ Classroom instruments (guitar, ukulele, keyboard)
- ✓ Paper, notes, and markers for developing lyrics
- ✓ Examples of famous protest songs (audio or video clips)



Instructions How do we complete this activity?

- 1) **Listen and Discuss:** Begin by listening to several protest songs. Pay attention to how the lyrics use strong imagery, repetition, and simple melodies to make the message clear and memorable.
- 2) **Choosing an Issue:** The class will be divided into groups. Each group will choose a social or environmental issue that matters to them. Make sure every group member agrees on a clear message you want to share.
- 3) **Write the Lyrics:** Groups create 8-12 line lyrics that express their chosen message. Use repetition or rhyme to make your song catchy. Focus on using strong words and imagery that will connect with listeners.
- 4) **Add a Melody and Rehearse:** Using guitar, ukulele, keyboard, or a digital app, create a simple tune with two or three chords that matches the mood of your message. If confident, add a short "hook" or chorus that everyone in your group sings together. Rehearse your lyrics with the melody to perfect it.
- 5) **Perform or Record:** Perform your protest song for the class or record it if instruments are limited. Encourage the audience to join in on the chorus to experience the unity of protest music.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Message in Lyrics	Lyrics clearly express a social or environmental issue, using strong words or imagery so the audience can understand the message.
Created a Singable Melody	Used 2-3 simple chords or a clear tune on an instrument so the song could be performed smoothly and fit well with the lyrics.
Used Repetition	Added repetition, rhyme, or steady rhythm to make the song catchy and easy for others to follow.
Worked as a Group	Shared ideas, listened to others, and cooperated to blend lyrics, melody, and performance together as a team.
Performed with Expression	Sang confidently, added energy or emotion to the performance, and made the message memorable for the audience.

Tips

Use the tips below to create the best protest song.

Aspect	Suggestion
Choosing an Issue	Pick an issue that matters to you (e.g., climate change, equality, bullying). It's easier to write lyrics when you care about the topic.
Writing Lyrics	Use simple, strong words that clearly express your message. Try using repetition or rhyme to make your lyrics memorable and easy to sing.
Creating a Melody	Start with 2-3 easy chords on a guitar, ukulele, or keyboard. Make sure the tune fits the rhythm of your lyrics and is simple enough for everyone to follow.
Adding Rhythm	Clap, tap, or use body percussion to test if your song has a steady beat. A clear rhythm will make your protest song more powerful and catchy.
Group Collaboration	Share ideas openly and listen to everyone in your group. Combine the best parts of each idea so the song feels like a true group effort.

Topics Pick one of the social or environmental issues for your song.

Category	Issue Idea for Song
Social Issues	Bullying in schools
	Equality and fairness (treating everyone with respect)
	Kindness and inclusion (no one left out)
	Not giving in to peer pressure
	Mental health (being there for supporting friends)
Environmental Issues	Climate change (protecting the planet)
	Plastic pollution (reduce, reuse, recycle)
	Saving endangered animals
	Protecting trees and forests
	Clean water for everyone

Name _____

44

Guided Reading
12.1

**Performance Review
Chart**

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

Category	Detail
Best Moment	
Biggest Challenge	
What I Learned	

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Message in Lyrics	Message is unclear or off-topic	Message is somewhat clear but confusing at times	Message is mostly clear and on-topic	Message is very clear, strong, and easy to understand
Created Singable Melody	Melody is hard to follow or doesn't fit	Melody is somewhat clear but uneven	Melody is clear and works with lyrics	Melody is smooth, singable, and fits perfectly with lyrics
Used Rhythm and Rhyme	Rarely tried to use rhythm or rhyme	Some rhythm or rhyme, but not consistent	Good rhythm or rhyme, mostly easy to follow	Strong rhythm and rhyme, very catchy and memorable
Worked as a Group	Rarely shared ideas or helped group	Shared some ideas but not most of them	Shared ideas and worked on most of them	Fully worked together, shared ideas, and blended as a team
Performed with Expression	Performance was weak or unsure	Showed some energy but faded	Performed with energy and confidence	Very confident, expressive, and the message came through

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Challenge: Rhythm Cup Battle!

Objective What are we learning more about?

Students will practise rhythm accuracy, teamwork, and creativity by creating, rehearsing, and performing cup rhythms. They will echo, invent, and battle with rhythms in teams, building confidence and collaborative skills.

Material What do we need for our activity?

- ✓ Plastic cups (1 per student)
- ✓ A desk or table for sliding
- ✓ Optional: timer, metronome



Instructions How do we carry out the activity?

- 1) **Warm-Up Echo:** The teacher plays short rhythms as a class. Students echo them back to practise accuracy and timing.
- 2) **Team Rehearsal:** Students are divided into teams of 2-3. Each team creates and rehearses 2-3 original cup rhythms (short sequences, 2-4 beats long). Teams practise until they can perform them smoothly together.
- 3) **Cup Battle Rounds:**
 - **Round 1: Echo Challenge** – One team performs one of their rehearsed rhythms. The other team must echo it back exactly.
 - **Round 2: Create & Defend** – A team performs one of their other rehearsed rhythms. If the opposing team copies it perfectly, they win the point; if not, the creating team scores.
 - **Round 3: Speed Challenge** – Teacher increases the tempo. Teams must perform one of their rhythms faster, keeping it accurate.
- 4) **Final Showdown:** Each team chooses their best rehearsed rhythm (or combines them into a sequence) and performs it like a mini “cup concert.” The class votes on which was the most creative, accurate, and fun.

Reflection

Answer the questions below.

1) What was the most fun or exciting part of creating and performing your rhythms? Why?

2) Which part of your performance do you feel was the strongest (e.g., steady beat, creativity)?

3) What did you learn about teamwork through this challenge?

4) What challenges did you face while performing, and how did you handle them?

5) How did it feel to perform in front of the class? Did your confidence grow during the battle?

PREVIEW

Understanding Music Criticism

What Do Music Critics Do?

Music critics are people who listen to performances and explain why they are effective, powerful, or memorable. They do not just say if something is "good" or "bad." Instead, they use descriptive words and musical terms to help others understand why the performance stand out. This way, readers can imagine the music, even if they were not there.



Using Descriptive Words

Critics often use expressive words to describe how the music feels. For example, they might say a melody sounds "bright" or "dark and heavy." These words give a picture of the emotional impact. They also describe the energy of the performance by using terms such as "intense," "soft," or "powerful." By choosing the right words, critics make their descriptions clear and vivid, like painting with language.

Using Musical Terms

In addition to everyday words, critics rely on musical terms to explain their observations. They might talk about the tempo, such as "fast allegro" or "slow largo," to show how speed affects the mood. They could mention dynamics, like "forte" for loud or "piano" for soft, to highlight the performer's control. Rhythm, harmony, and expression are also important terms that help explain why the music worked well.

Why Criticism Matters

Music criticism helps audiences think more deeply about what they hear. It also gives performers feedback so they can improve. By using descriptive language and musical terms, critics make music more understandable and enjoyable for everyone.

Questions

Answer the questions below.

1) Why do critics use musical terms in addition to everyday words?

2) How does music criticism help both the audience and the performer?

3) What is one new idea you learned from critics from this report?

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) By using the right words, critics make their descriptions clear and engaging, almost like _____ with language.
- 2) Musical terms such as "fast _____" or "slow large" help explain how speed affects the mood of a performance.
- 3) Rhythm, harmony, and _____ are important terms that help explain why music worked well.
- 4) Critics may describe a melody as "bright and cheerful" or "_____ and heavy" to show the emotional mood of the music.

Activity: Critic's Ear

Objective What are we learning more about?

Students will learn how to listen critically to music and use descriptive language and musical terms to express their ideas. They will practise explaining how style, mood, and standout moments make a performance effective, just like a real music critic.

Materials So we need for our activity?

- ✓ A short music recording (2-3 minutes)
- ✓ Speakers or headphones for playback
- ✓ Paper and pens for notes
- ✓ Timer or stopwatch
- ✓ Optional: recording equipment (for "radio review" practice)



Instructions How do we complete the activity?

- 1) **First Listen – Enjoy the Music:** Play the chosen recording and let it play through. Ask students to just enjoy the performance and listen to the sound without writing anything down.
- 2) **Second Listen – Take Notes:** Play the recording again. This time, students should jot down observations about the style, mood, and any standout moments (e.g., a sudden tempo change, a strong solo, or a shift in dynamics). Encourage them to use musical terms like *allegro*, *forte*, *harmony*, or *smooth*.
- 3) **Teacher Model – Quick Review:** The teacher shares a short example "radio review" using descriptive language and musical vocabulary. For example: "The piece began with a calm *largo* mood, then surprised us with a bright *allegro* section that felt joyful and lively."
- 4) **Plan and Record – Radio Review:** Students prepare their own one-minute "radio review." They should describe the piece's style, mood, and standout moments using both everyday words and musical terms.
- 5) **Share and Reflect:** Students present their "radio review" either live to the class or as a recorded clip. After sharing, discuss: What words made the reviews most effective? Did the reviews help you imagine the music clearly?

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Used Musical Vocabulary	Included correct musical terms such as tempo, dynamics, and mood to describe the piece clearly.
Described the Music and Style	Explained how the music felt (e.g., cheerful, calm) and what style or genre it might belong to.
Highlighted Standout Moments	Pointed out specific parts of the music that were memorable, such as a sudden change in volume or melody.
Spoke Clearly and Confidently	Delivered their "radio review" in a clear voice, steady pace, and confidence so the audience could understand.
Gave Balanced Feedback	Commented on both strengths and possible improvements of the performance, showing thoughtful listening.

Planning

Answer the questions below.

1) How would you describe the overall mood of the music (e.g. joyful, tense, peaceful)?

2) What terms could you use to describe the tempo (fast/slow), dynamics (loud/soft), and feel (bright/smooth)?

3) Which part of the performance did you like the most? Why?

4) What did you think the performers did really well?

5) Is there one thing you think could have been improved or done differently?

PREVIEW

Radio Review

Share the radio review with the class.

Part	Sample Teacher Radio Review
Introduction	"Welcome back to our music corner! Today we're reviewing a short piano piece that really stood out."
Style & Genre	"The piece has a classical style, with flowing melodies that reminded me of Romantic-era music."
Mood & Emotion	"It felt calm and reflective at the beginning, almost like watching the sun rise, but grew more powerful and emotional toward the end."
Musical Terms	"The tempo started as a slow largo, then moved into a faster allegro. The dynamics shifted from piano (soft) to forte (loud), building intensity. The smooth, legato phrasing gave it a lyrical depth."
Standout Moment	"One moment that stood out was when the melody rose higher and the volume swelled. It felt like the music was lifting the listener upward."
Conclusion	"Overall, this performance was expressive and moving. The performer's use of dynamics and tempo changes made it memorable. I'd definitely recommend listening to it if you enjoy emotional piano music."

Reflection

Answer the questions below.

1) Which descriptive words or musical terms did you find most useful in describing the piece?

2) What was the most enjoyable part of creating your radio review? Why?

3) What did you learn about how to communicate ideas about music?

4) How confident did you feel about sharing your ideas about music?

5) What skill (listening closely, writing clearly, or speaking confidently) do you think you improved the most in this activity?

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Used Musical Vocabulary	Used few or no music terms	Used some terms, not always correct	Used several correct terms	Used a wide range of accurate terms
Described Mood & Style	Mood/style not clear	Mood/style somewhat clear	Mood/style mostly clear	Mood/style very clear and well explained
Highlighted Standout Moments	Did not mention key moments	Mentioned a moment with some detail	Pointed out a clear moment with some detail	Clearly explained standout moments with strong detail
Spoke Clearly & Confidently	Hard to hear or unclear	Spoke clearly but delivery was not confident	Spoke clearly and confidently	Very clear, confident, and engaging delivery
Gave Balanced Feedback	Only said "good/bad"	Gave one strength or weakness	Gave a strength and a weakness	Gave thoughtful strengths and weaknesses

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Program Music vs. Absolute Music

What is Program Music?

Program music is a type of music that tells a story or paints a picture. Instead of being only about notes and rhythms, it describes something outside the music. For example, a

composer can write music that represents a thunderstorm, a sunrise, or a journey. Listeners can imagine scenes or events. Famous examples include Vivaldi's

The Four Seasons, which shows spring, summer, autumn, and winter.



What is Absolute Music?

Absolute music is different. It does not tell a story or image. Instead, it focuses only on musical form and structure. Rhythms, harmonies, and melodies are put together. A symphony by Beethoven or a string quartet by Haydn may not represent anything outside the music. The enjoyment comes from hearing the patterns, harmonies, and beauty of the sound, without needing a story.

Comparing the Two

The main difference between program music and absolute music is that program music connects to ideas, images, or events beyond the notes. Absolute music is "pure" music, meant to be appreciated for its form alone. Neither is better; they simply give listeners different experiences. Program music can spark imagination, while absolute music lets us focus on the craft of composition.

Why It Matters

Understanding these two styles helps us see how composers use music in unique ways. Whether a piece is telling a story or just exploring sound, both program and absolute music show how powerful music can be in reaching our emotions and thoughts.

True or False Is the statement true or false?

1) Program music tells a story or paints a picture using sound.	True	False
2) Vivaldi's The Four Seasons is an example of program music.	True	False
3) Absolute music is meant to be appreciated for its form alone.	True	False
4) Program music is always considered better than absolute music.	True	False

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

- 1) A composer writes music that represents a thunderstorm, a sunrise, or a journey.
- 2) Absolute music is _____ and _____.
- 3) The main difference between program music and absolute music is _____.

Questions Answer the questions below.

- 1) In your own words, describe how listeners experience program music compared to absolute music.

- 2) What role does imagination play in program music, and what role does focus on structure play in absolute music?

Activity: Story or Sound?

Objective What are we learning more about?

Students will learn to distinguish between program music (music that tells a story or paints a picture) and absolute music (music valued for its form and sound alone). They will practice identifying musical elements that create emotion or imagery and compare how each style affects their listening experience.

Materials What do we need for our activity?

- ✓ One chosen program piece (e.g., Vivaldi's "The Four Seasons")
- ✓ One chosen absolute music piece (e.g., a Beethoven symphony)
- ✓ Speakers or headphones
- ✓ Timer or stopwatch



Instructions How do we complete the activity?

- 1) **First Listen – Program Music:** The teacher plays the program piece. Students simply listen and imagine what story, image, or emotion the music suggests. They do not write anything yet.
- 2) **Second Listen – Take Notes:** The same program piece is played again. Students jot down which musical elements (dynamics, tempo, timbre, etc.) helped them imagine a scene or feel an emotion.
- 3) **Third Listen – Absolute Music:** The teacher plays the absolute music piece. This time, students focus only on the sound itself, patterns, harmonies, rhythm, and form, without imagining a story.
- 4) **Compare in Pairs:** In pairs, students share which style (program or absolute) they preferred and explain why. They should use at least one musical term (such as crescendo, allegro, or harmony) in their explanation.
- 5) **Class Discussion – Role of Elements:** As a class, discuss how musical form, timbre, and dynamics shaped their responses. Which elements helped bring images or emotions in program music? Which made absolute music enjoyable without needing a story?

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Identified Musical Elements	Noted specific musical elements such as timbre, dynamics, tempo, or form while listening to both program and absolute music.
Explained Emotional Impact	Described clearly how the music made them feel or what imagery it created, using descriptive language or musical terms.
Compared Styles Thoughtfully	Pointed out similarities and differences between program and absolute music and expressed which one they preferred and why.
Shared Ideas with Partner	Worked with a partner respectfully, listened to their opinion, and contributed their own ideas during discussion.
Used Vocabulary Correctly	Applied correct musical vocabulary (e.g., allegro, forte, harmony, texture) when describing the music in their notes or discussion.

Reflection

Answer the questions below.

1) What did you learn about how composers use form, timbre, or dynamics to create meaning in music?

2) Which music did you prefer and why?

3) Do you think music needs to have a story to be powerful? Why or why not?

Word Search

Find the words in the wordsearch.

Imagery	Form	Hayden
Quartet	Mood	Vivaldi
Absolute	Story	Season
Program	Timbre	Rhythm

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

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Identified Musical Elements	Rarely noticed elements like dynamics, tempo, or timbre.	Sometimes noticed elements but missed key details.	Usually identified elements with some accuracy.	Always identified elements clearly and accurately.
Explained Emotional Response	Gave little or no description of feelings or imagery.	Sometimes described feelings but was unclear.	Usually described feelings and imagery with some detail.	Always explained clearly how the music felt or what it represented.
Compared Styles Thoughtfully	Rarely compared styles or gave an absolute preference.	Sometimes compared styles but lacked reasoning.	Usually compared with some reasoning.	Always compared thoughtfully and explained a clear preference.
Shared Ideas with Partner	Rarely shared or listened to ideas.	Sometimes shared ideas but did not fully engage.	Usually shared ideas and listened carefully.	Always worked well, listened carefully, and contributed ideas.
Used Vocabulary Correctly	Rarely used musical terms.	Sometimes used terms, but not always correctly.	Usually used correct and relevant terms.	Always used correct and relevant musical vocabulary.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Music Then and Now

Introduction

Music has always been part of human life. It tells stories, expresses feelings and reflects the culture of the time. When we compare music from the past with music today, we see how culture, technology, and style have changed. Each generation creates its music to fit the world they live in.



Culture and Traditions

In the past, music often reflected traditions, religion, or community gatherings. Folk songs and ballads were passed from one generation to the next. Today, music continues to be influenced by culture but focuses on personal experiences, social justice, or world issues. While the styles are different, the purpose is the same: music gives people a way to express what is important to them.

Technology and How We Listen

Technology has changed music more than almost anything else. In the past, people could only hear music live at concerts, festivals, or through the invention of records, radios, and CDs made music easier to share. Streaming services allow us to listen anytime, anywhere. Technology also helps musicians create new sounds using digital instruments, editing software, and recording tools.

Styles and Creativity Across Time

Styles of music are always evolving. Classical composers, jazz musicians, rock bands, and modern pop artists all brought new ideas to the world. Each style reflects the feelings and interests of its time. Today, many musicians mix different styles together, blending hip hop, electronic beats, or global rhythms into something fresh. This shows how music is always growing and adapting.

Multiple Choice

Circle the letter that contains the correct answer.

1) What does music often reflect according to the report?

- A. Sports and games
B. Culture and feelings of the time
C. Weather and environment
D. Politics only

2) Today, what do many songs often focus on?

- A. Hunting stories
B. Social popularity
C. Personal experiences, social justice, or world issues
D. Ancient traditions

3) What has made music easier to share before streaming services?

- A. Smartphones
B. Records, radio, CDs
C. Internet blogs
D. Video games

Questions

Answer | _____

1) Why do you think music has always impacted human life? Use examples from the report to support your answer.

2) How were messages in music different in the past compared to today? Give an example from the report with at least one example for each.

3) The report says each generation shapes its music to fit the world they live in. What does this mean? Give an example from today's music.

Activity: Past vs. Present Music Debate

Objective What are we learning more about?

Students will learn how to compare historical and modern music in the same style or genre. They will explore differences in instrumentation, style, and cultural impact, then practice building arguments and defend their ideas.



Materials What do we need for our activity?

- ✓ Two music pieces (one from historical and modern times)
- ✓ Audio playback system (projector, or headphones)
- ✓ Note-taking sheets (one per student)
- ✓ Timer or stopwatch

Instructions How do we complete the activity?

- 1) **Past vs. Present:** The class is divided into two groups. One group represents the historical piece, and the other group represents the modern piece. Each group will argue why its assigned piece is more impactful.
- 2) **Gather Impressions:** The teacher plays both music pieces. Students listen carefully and jot down their first impressions: What stands out? What instruments are used? What emotions or images come to mind?
- 3) **Collect Evidence:** Students listen again to their assigned piece only. This time, they must focus on specific details such as instrumentation, rhythm, melody, harmony, or cultural connections. These notes will serve as evidence for their arguments.
- 4) **Team Work:** Each team organizes their notes into clear arguments, focusing on how the piece reflects its time, what makes its style unique, and why it is culturally important. They must also give at least two strong reasons to show why their piece is more impactful than the other.
- 5) **Make Your Case:** Hold the debate by following the procedure outlined in the procedure table. Encourage every student to actively participate in the debate.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Researched Thoroughly	Gathered accurate details about the chosen music piece, including its style, instrumentation, and cultural impact.
Used Music Vocabulary	Explained points using correct terms such as melody, harmony, rhythm, dynamics, or instrumentation.
Built Strong Arguments	Organized ideas with at least two convincing reasons why the piece is impactful.
Listened and Responded	Paid attention to the opposing team's arguments and gave thoughtful counterpoints.
Worked as a Team	Shared tasks equally, supported group members, and presented arguments with unity and confidence.

Procedure: Use the steps outlined below for conducting the debate.

Step	What Happens	Details
1. Opening Statements	Each team introduces their piece.	Team A (Historical piece) speaks first, followed by Team B (Modern piece). Each team gets 2 minutes.
2. Arguments	Teams present their strongest arguments.	Team A presents 2-3 arguments, then Team B does the same. Each side must use evidence like instrumentation, style, or cultural impact.
3. Rebuttals	Teams respond to the other side's arguments.	Team A responds first, then Team B. Each has 1 minute to point out weaknesses or counterpoints.
4. Audience Questions	Classmates may ask clarifying questions.	Students can ask one or two questions. Questions must be respectful and about the music.
5. Closing Statements	Each team summarizes their case.	Team A goes first, followed by Team B. Each has 1-2 minutes to restate why their piece is most impactful.
6. Reflection & Vote	The class reflects and votes.	The teacher leads a short reflection on what made the arguments strong. Then, the class votes on which team was more convincing.

Reflection

Answer the questions below.

1) How did working in a team help you prepare and present your arguments?

2) What was the most challenging part of the debate for your research, speaking, or responding to counterarguments? Why?

3) How did it feel to defend a side you did not have chosen yourself?

4) What new things did you learn about the differences between past and modern music?

5) Did the debate change your perspective about the importance of music from the past or present? Explain how.

PREVIEW

Rubric:

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Researched Thoroughly	Few or no details about the music piece.	Some details, but missing accuracy or depth.	Mostly accurate with good details.	Very accurate, detailed, and shows strong understanding.
Used Music Vocabulary	Rarely used correct terms.	Sometimes used terms correctly.	Usually used accurate terms.	Always used accurate and varied terms.
Built Strong Arguments	Did not make an argument or did not make a strong argument.	Some arguments but not strong.	Clear arguments with some strong points.	Very clear, well-organized, and highly convincing arguments.
Listened and Responded	Did not respond to the other team.	Responded but not thoughtfully.	Responded with some thoughtful comments.	Always listened carefully and gave strong counterpoints.
Worked as a Team	Did not work well with group.	Sometimes worked together.	Worked together logically and gave some support.	Shared tasks equally and respected each other as a team.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Understanding Harmony in Music

What is Harmony?

Harmony happens when two or more different notes are sung or played at the same time. Instead of just hearing one note, harmony blends sounds together to make music richer and more exciting. For example, when a choir sings different parts, or when piano and guitar play together, harmony is created. It gives music depth and makes it sound fuller than a single melody alone.



Types of Harmony

There are different types of harmony. One common type is consonant harmony, where the notes sound pleasant when together, like in a lullaby. Another type is dissonant harmony, where the notes sound clashing or tense. This might sound strange at first, but composers often use it to build excitement before moving back to smooth and pleasant sounds. Both types are important because they create musical contrast and variety.

Why Harmony Matters

Harmony adds emotion and power to music. Imagine a movie soundtrack without harmony. It would feel flat and less moving. With harmony, the music can create suspense, happiness, or sadness more strongly. It helps guide the listener's feelings and supports the main melody. That's why harmony is often described as the "backbone" of music.

Harmony in Everyday Music

You can hear harmony in many songs you know. Pop songs often use background singers to add harmony to the main melody. In bands and orchestras, different instruments combine to form layers of sound. Even when you hum along with a song in a different pitch, you are creating harmony.

Questions

Answer the questions below.

1) Compare consonant harmony and dissonant harmony. How are they different, and why might a composer choose to use both?

2) Why is melody often called the "backbone" of music? Give an example to support your answer.

3) Think of a song or piece of music that uses a specific harmony used in that piece, and what effect does it have on the overall mood of the music?

PREVIEW

Word Search

Find the words in the wordsearch.

Sound	Layer	Power
Emotion	Rhythm	Bands
Contrast	Depth	Tension
Variety	Choir	Singer

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

Activity: Singing in Harmony!

Objective What are we learning more about?

Students learn how to sing in two-part harmony by practising and performing a simple song. They develop skills in pitch accuracy, blending voices, listening to others, and creating a fuller sound together. Students also reflect on how harmony adds depth and emotion to music.

Materials What do we need for our activity?

- ✓ A simple two-part song (folk melody or short choral piece)
- ✓ Lyrics sheet for both parts
- ✓ Audio playback (optional)
- ✓ Extra support (optional)
- ✓ A recording device (optional)



Instructions How do we complete the activity?

- 1) **Learn Your Part:** The class is split into two groups. One group learns the melody, and the other learns the harmony line. Students practice their parts separately first, focusing on correct notes and steady pitch.
- 2) **Practise with Confidence:** Each group rehearses their part separately until they feel confident. The teacher may use piano, guitar, or a recording device for support. Students should pay attention to clear pronunciation of lyrics and consistent phrasing.
- 3) **Blend Together:** Both groups come together and sing at the same time. The teacher coaches them on listening to each other, balancing the voices, and blending the harmony with the melody. The goal is to sound like one united group, not two separate ones.
- 4) **Switch Roles!** After the first round, groups switch parts. Melody singers try the harmony, and harmony singers try the melody. This helps everyone understand how both parts fit together and improves listening skills.
- 5) **Perform and Record:** Once students can sing smoothly together, they perform the piece for the class. The performance can also be recorded so students can listen back and hear how well they blended their voices.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Learned and Practised Part	Learned their assigned harmony or melody line with focus and accuracy before combining with the group.
Sang with Pitch	Maintained the correct pitch throughout performance, avoiding drifting off-
Blended with Group	Adjusted volume and tone to balance with others, creating a harmony sound smooth rather than clashing.
Followed Conductor/Teacher	Paid close attention to the leader's cues for entrances, timing, and dynamics during the performance.
Reflected on Performance	Shared one strength and one area for improvement after listening to the class recording or live feedback.

Coaching Guide

Use this guide to coach the groups on blending the harmony with the melody.

Coaching Focus	How to Guide Students
Learning Parts Separately	Have each group (melody and harmony) practise on their own first. Encourage them to sing clearly and confidently so they feel secure with their line before combining.
Starting Together	Begin slowly with both groups, counting them in so they enter at the same time. Remind them to watch the teacher for the starting cue and to breathe together.
Listening Across the Room	Encourage students to not only hear themselves but also tune into the other group. Encourage them to balance the harmony, not too loud, soften it so the melody is clear.
Matching Tone and Volume	Have both groups sing the same phrase, then compare. Guide them to adjust vowel shape, and breath support so the voices blend smoothly.
Practising Balance Exercises	Try singing with one group softer and the other louder, then switch. Finally, bring both to an even balance. This trains their ears to blend.
Using Feedback and Reflection	Record their performance and play it back. Ask students: "Can you hear the melody clearly?" and "Does the harmony support or cover it?" Then repeat with adjustments.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Learned and Practised Part	Rarely learned or sang the part correctly.	Sometimes sang the part but with many mistakes.	Usually accurate with a few slips.	Always accurate, focused, and prepared.
Sang Steadily	Often off-key or not steady.	Sometimes kept pitch but drifted.	Usually steady with small slips.	Always steady and on pitch.
Blended with Group	Rarely blended or supported group sound.	Sometimes blended but not consistently.	Usually balanced with others.	Always blended smoothly and supported group sound.
Followed Conductor or Teacher	Rarely followed cues.	Sometimes followed cues.	Usually followed cues.	Always followed cues with focus.
Reflected on Performance	Rarely shared feedback or improvement ideas.	Gave a simple comment but little detail.	Gave a detailed comment and one idea to improve.	Gave a detailed reflection with specific feedback for next time.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Activity: Creating a Movie Soundtrack

Objective What are we learning more about?

Students explore how music changes the mood of a story by creating a soundtrack for a silent movie clip. They practise using tempo, dynamics, and instrument choices to shape emotion and guide the audience's reaction. Students also reflect on how music makes a scene more powerful and memorable.

Materials What do we need for our activity?

- ✓ A silent movie clip (1-3 minutes)
- ✓ Classroom instruments (kazoos, percussion, etc.)
- ✓ Paper and pencils for notes
- ✓ Instruments, dynamics, and tempo
- ✓ A projector, computer, or smartboard for playback



Instructions How do we complete the activity?

- 1) **Watch the Clip:** The class views the silent movie clip. Students discuss what emotions and moods could fit the scene (e.g., suspense, excitement).
- 2) **Teacher Model:** The teacher demonstrates how changes in tempo, dynamics, or key can completely alter how the audience reacts to the same scene.
- 3) **Form Groups:** Students split into groups of 4-5. Each group will be given a short clip to create a short film score for.
- 4) **Plan the Soundtrack:** Groups decide on tempo, dynamics, and instruments. They note their plan (e.g., start soft and slow, add drums for tension, end with loud chords).
- 5) **Rehearse and Experiment:** Groups practise with the clip, testing different sounds. Each group must include at least one creative twist, such as a sudden pause, tempo shift, or layered sound effect.
- 6) **Perform the Score:** Groups perform their film scores live with the clip or playback a digital version for the class.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Matched Music to Scene	Chose sounds, rhythms, or melodies that fit the mood and action of the silent movie clip.
Used Music Effectively	Adjusted the speed of the music (fast) to highlight changes in action or movement in the scene.
Controlled Dynamics	Used changes in volume (soft/loud) to make moments more dramatic or subtle, matching the scene's mood.
Worked Well in Group	Shared ideas, listened to others, and combined musical parts to create a balanced soundtrack together.
Reflected on Choices	Explained why certain instruments, tempos, or dynamics were chosen and how they affected the mood of the clip.

Planning

Answer the questions below.

1) What emotions do you think the scene is trying to show (fear, joy, sadness, excitement, suspense)?

2) Should it be in a major key (bright/happy) or minor key (dark/sad)? Why?

3) Where in the clip would it make sense to get louder/softer?

4) How can your group combine ideas, so the soundtrack feels random?

5) How do you want the audience to feel at the end of your soundtrack?

PREVIEW

**Demonstration
Guide**

Use the guide to demonstrate how tempo, key, and dynamics can change the emotional impact of a scene to the students.

Concept	Demonstration 1	Demonstration 2
	Play a short chase scene with fast drumming to create excitement, then repeat the same scene with a slow drum to make it feel sad.	Clap or tap a rhythm slowly, then speed it up, and ask students how the same rhythm made them feel differently.
Key	Play a short scene in a major key (happy/bright) with cheerful scene, then switch it to minor key (sad/dark) with the same scene.	Sing or hum a simple melody (like "Happy Day") once in a major key and then in a minor key so students hear the difference in emotion.
Dynamics	Show a dramatic scene quietly with soft piano, then repeat it loudly with booming drums to build tension.	Use exaggerated hand gestures, small for soft, big for loud, while changing the music's volume, showing how dynamics shape emotion.

Questions

Answer the questions below.

1) What emotions did your soundtrack bring to the scene? Do you think the audience felt them? Why or why not?

2) What was the most challenging part of creating your film score? How did your group handle it?

Word Scramble

Unscramble the words from the word bank.

WORD BANK

VOLUME

TEMPO

DYNAMICS

SUSPENSE

CHORD

KEYBOARD

AUDIENCE

SCENE

TEMPO

DCHOR

OEMVLU

IACEDENU

MTDEP

SSSEPUEN

BARDEKY

Rubric How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Matched Music to Scene	Music did not fit the mood or action of the clip.	Music sometimes matched the scene but was unclear.	Music often matched the scene and supported the mood.	Music clearly matched the scene, making it more powerful.
Used To Effect	Tempo did not match emotions or movement.	Tempo sometimes fit but was inconsistent.	Tempo usually fit the scene with small slips.	Tempo always fit the scene, adding impact to the story.
Controlled Dynamics	Volume changes were unclear or inconsistent.	Some changes in volume but unclear or inconsistent.	Volume changes supported mood most of the time.	Volume changes clearly matched the energy and emotions of the scene.
Worked Well in Group	Rarely worked with group or shared ideas.	Some work with group but uneven effort.	Worked with group most of the time.	Fully worked with group, shared ideas, and created balance.
Reflected on Choices	Gave little or no explanation of music choices.	Gave a simple explanation with few details.	Gave a clear explanation of choices and effect.	Gave a thoughtful explanation of choices and effect.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Dynamics and Articulation in Music

What Are Dynamics?

In music, dynamics describe how loud or soft the sound is. They are shown using symbols like *p* (piano, meaning soft) or *f* (forte, meaning loud). By changing the volume, musicians can make the sound gentle and calm, or strong and powerful. For example, a soft passage can feel peaceful, while a sudden loud section can surprise or excite. Dynamics add emotion and help the listener engage.



What Is Articulation?

Articulation is about how notes are played or sung. Notes can be smooth and connected, called legato, or short and separated, called staccato. A legato melody feels flowing, like a river, while staccato feels bouncy or sharp, like bouncing balls. Other articulations, such as accents, make certain notes stand out. Articulation changes the character of a piece, giving it more meaning.

Working Together

Dynamics and articulation often work side by side. A soft, legato melody can create a dreamy atmosphere, while loud, accented notes can build tension and excitement. Musicians carefully combine these tools to shape the sound and bring out the emotions in the music. Without them, music might feel flat or uninteresting, like reading a story without expression.

Why They Matter

Performers use dynamics and articulation to share feelings with the audience. They don't just play notes; they tell a story through sound. Listeners respond to the melody, volume, and style, which together turn notes into expressive music.

Question

Answer the questions below.

1) How can articulation, such as accents, change the character of a piece of music?

2) Why is it important to use more than just the notes on a page to tell a story through music?

Fill In The Blanks

Fill in the blanks with the correct answers.

- 1) Dynamics are shown using symbols like *p* (meaning _____) or *f* (meaning _____).
- 2) _____ add emotion and variety to music, keeping it _____.
- 3) A _____ melody is smooth and connected, while a _____ melody is short and detached.

True or False

Is the statement true or false?

1) The symbol <i>p</i> in music means "loud."	True	False
2) Articulation is about how notes are played or sung, such as legato or staccato.	True	False
3) Without dynamics and articulation, music might feel flat or less interesting.	True	False

Activity: Follow the Conductor!

Objective What are we learning more about?

Students will learn how to respond to conducting cues by adjusting dynamics (loud/soft) and articulation (smooth/short). They will practise listening carefully, reacting quickly, and working as an ensemble.

Materials What do we need for our activity?

- ✓ A variety of instruments (drums, shakers, tambourines, etc.)
- ✓ A wide variety of dynamics (forte, piano, staccato, etc.)
- ✓ A baton or object to use as a conductor



Instructions How do we complete this activity?

- 1) **Learn the Pattern:** As a class, learn a simple rhythm (e.g., clap-clap-rest-clap). Practise it slowly until everyone is comfortable playing it.
- 2) **Introduce the Signals:** The teacher explains and demonstrates the main cues:
 - Forte (loud)
 - Piano (soft)
 - Staccato (short, detached)
 - Legato (smooth, connected)
- 3) **Follow the Teacher Conductor:** The teacher conducts while the class plays the rhythm. Students must instantly change how they play when a new cue is given.
- 4) **Student Conductors:** Volunteers take turns as the conductor, using hand gestures or a baton to signal dynamics and articulation changes.
- 5) **Add a Challenge:** The conductor may switch signals quickly (e.g., forte → piano → staccato in just a few beats). Students must listen closely and adjust immediately.
- 6) **Mix It Up (Optional):** Try changing instruments or splitting into two groups. One group might play forte legato while the other plays piano staccato, creating layers of sound.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Kept Steady Rhythm	Maintained the rhythm pattern without rushing or slowing down, even when dynamics or articulation changed.
Followed Conductor's Cues	Watched the conductor closely and adjusted playing immediately when signals for dynamics or articulation were given.
Played with Expression	Clearly showed differences between loud/soft, (forte/piano) and smooth/short, (legato/staccato) playing.
Stayed in Sync with the Group	Listened to others, balanced sound, and blended well so the group sounded unified.
Showed Focus and Effort	Engaged fully, and tried their best to respond quickly and accurately to every change.

Tips Use the tips below when conducting or playing rhythm.

Role	Tips
Volunteer Conductors	- Use clear, big gestures so everyone can see. - Keep your beat steady and consistent. - Signal changes in dynamics (make hand bigger for loud; smaller for soft). - Show articulation: smooth, flowing hands for legato; sharp, quick hands for staccato. - Make eye contact with the group to keep them focused.
Rhythm Players	- Watch the conductor closely at all times. - Keep the rhythm steady, no matter what changes happen. - Respond quickly to signals for loud/soft or smooth/short playing. - Listen to others so the group stays together. - Play with energy and expression to make the performance exciting.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Kept Steady Rhythm	Often lost rhythm or rushed/slowed down.	Sometimes steady but with slips.	Mostly steady with few errors.	Always steady and consistent.
Followed Cues	Rarely responded to cues.	Sometimes noticed cues but delayed.	Usually responded on time.	Always quick and accurate with cues.
Played with Expression	Often played without expression.	Some differences in expression.	Clear expression most of the time.	Strong, expressive contrasts throughout.
Stayed in Sync with Group	Often out of time with group.	Sometimes out of sync with group sound.	Usually in sync with group.	Always balanced and unified with group.
Showed Focus and Effort	Distracted, little effort shown.	Some effort, but not consistent.	Mostly focused, consistent effort.	Always focused, consistent effort, and effort.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Activity: Rewrite the Lyrics!

Objective What are we learning more about?

Students will learn how lyrics can change the meaning and emotional impact of a song. By rewriting the words of a familiar melody, they will explore how themes, messages, and tone can shift even when the music stays the same. Students also develop creativity, teamwork, and performance skills while reflecting on the power of words in music.

Materials What do we need for our activity?

- ✓ A familiar song with a simple melody
- ✓ Printed lyric sheet of the chosen song
- ✓ Paper and pens/pencils for writing
- ✓ Optional: Instruments, or a backing track for performance



Instructions How do we complete the activity?

- 1) **Listen and Discuss:** The teacher plays the chosen song and shows the lyric sheets. Together, the class discusses what the original lyrics mean, the mood of the song, and how they fit the melody.
- 2) **Teacher Model:** The teacher demonstrates by rewriting one verse or chorus with a new theme (e.g., turning a love song into a friendship song, or a sad theme into something funny). The class compares how the change affects the tone.
- 3) **Group Rewrite:** Class will be divided into small groups. Each group chooses a new theme for the same melody (e.g., nature, school life, adventure, humour). They work together to rewrite at least one full verse and chorus.
- 4) **Rehearse:** Groups practise singing their new lyrics to the original melody. They may clap a beat, use instruments, or sing with a backing track to stay on tempo.
- 5) **Perform:** Each group performs their rewritten version for the class. Performances can be live or spoken rhythmically if groups feel shy about singing.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Understood the Original Song	Showed they understood the meaning and tone of the original lyrics before rewriting.
Created New Theme	Wrote lyrics with a clear, different theme while keeping the original melody.
Used Rhymes	Included rhymes, rhythm, or clever word choices that fit smoothly with the music.
Performed with Expression	Spoke the rewritten lyrics with confidence, showing a new mood or tone clearly.
Worked Well in Group	Listened to others, and helped the group rehearse their version.

Tips Use the tips to successfully write the lyrics to your chosen song.

Tip	Description
Keep the Melody in Mind	Sing the original song quietly to hear how your new words fit the rhythm and tune.
Choose a Strong Theme	Pick a clear theme (e.g., friendship, sports, life, or humour) so your lyrics stay focused.
Use Simple Rhymes	Rhyming words make lyrics catchy and easier to remember, just like in real songs.
Match the Mood	If the original song was serious, try making your version funny, or the other way around, to show how lyrics can change the tone.
Work as a Team	Share lyric ideas, test lines together by singing them, and adjust words until everyone agrees they flow well.

Planning

Answer the questions.

1) What is the theme or message of the original song? How does it make you feel?

2) Do you want to make your version serious, funny, or playful? Why?

3) How can you keep the melody and rhythm of the original song while adding new words?

4) How can you make sure your chorus is catchy and easy to remember?

5) How will you divide the work in your group (e.g., writing verses, chorus, or adding creative ideas)?

PREVIEW

Song List

Choose a song from the list for the activity.

Song Title	Artist/Source
Count on Me	Bruno Mars
Happy	Pharrell Williams
	Katy Perry
Best Day	American Authors
Fight Song	Abel Platten
Shake It Off	Taylor Swift
Firework	Katy Perry
Hall of Fame	The Script featuring will.i.am
Better When I'm Dancin'	Meghan Trainor
Imagine	John Lennon

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Understood Original Song	Showed little or no understanding of the song's meaning.	Showed some understanding but missed key ideas.	Understood the main idea and tone.	Fully understood the original meaning and tone.
Created New Theme	No clear new theme was created.	Theme was somewhat different but unclear.	Clear new theme connected to the melody.	Very creative theme that strongly changed the song's impact.
Used Rhyme and Word Play	Used no rhymes or word play.	Used some rhymes or word play but not consistently.	Consistent rhymes or word play that fit well.	Clever, smooth rhymes and rhythm that enhanced the lyrics.
Performed with Expression	Performance was flat and unclear.	Performed with some expression but inconsistent.	Performed clearly and consistently.	Very expressive performance that matched the new theme.
Worked Well in Group	Rarely contributed or listened.	Helped occasionally with some input.	Contributed fully and listened to others.	Contributed fully, supported group, and listened to others.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Activity: Music and Its Roots!

Objective What are we learning more about?

Students will explore how music genres connect to social, political, or economic conditions. They will research the origins, context, and key artists of a chosen genre (e.g., reggae, blues, hip hop, gospel) and present their findings with spoken explanations and musical examples, showing how music reflects history and community.

Materials What do we need for our activity?

- ✓ Internet (for research) and classroom reference materials (for research)
- ✓ Paper, pens, and markers for making posters
- ✓ Audio devices (phones, speakers) to share music clips



Instructions How do we complete this activity?

- 1) **Form Groups:** Divide the class into small groups. Assign each group a music genre that is connected to real-life struggles or social conditions.
- 2) **Research the Roots:** Groups will do some research on their assigned genre.
 - Where and when the genre started
 - The social, political, or economic issues it was connected to
 - At least two important artists and their contributions
 - How the music gave voice to the community**Challenge:** Include one interesting or surprising fact about the genre.
- 3) **Connect with the Music:** Each group chooses a short audio clip (1-2 minutes) that represents your genre. Be ready to explain how the music reflects its history or culture.
- 4) **Prepare Your Presentation:** Groups will organize a clear, short presentation that explains the genre's origin, context, and key artists. They may also add visuals (poster, slideshow) or include short music clips to support their explanation.
- 5) **Share and Reflect:** Each group presents to the class. After the presentations, students discuss similarities and differences between genres and how they reflect community struggles and values.

Criteria: Use the criteria below to complete the assignment.

Criteria	Description
Researched the Genre Clearly	Found accurate information about the genre's origin, history, and cultural context.
Explained the Influence of Artists	Introduced at least one or two important artists and explained their influence on the genre.
Connected Music to Community	Shows how the genre reflects social, political, or cultural aspects of its community.
Used Clear Presentation Skills	Spoke clearly, stayed organized, and used visuals or music clips to support the explanation.
Worked Well as a Group	Shared responsibilities fairly, listened to each other, and contributed to the final presentation.

Planning

Answer the questions.

1) Where and when did this genre begin?

2) What makes this genre different from others (sound, style, instruments, themes)?

3) Who are the most famous artists in this genre? What messages do their songs communicate?

4) How does this genre reflect the struggles, hopes, or dreams of the people who created it?

5) Which real-life event, movement, or cultural practice can be connected to this genre? Explain how?

PREVIEW

Genre List

Randomly assign one genre for each group

Blues

Gospel

Country

Hip Hop

Jazz

Rock and Roll

Indigenous Music
(Canada)

Punk Rock

Salsa

Performance-Assessment

Rate another group's presentation.

My name is _____

Which group's presentation are you rating? _____

Criterion	Your Thoughts on the Presentation	Rate (Colour the stars)
Classroom Environment	_____ _____ _____	☆☆☆☆☆
Understanding of Genre	_____ _____ _____	☆☆☆☆☆
Use of Musical Examples	_____ _____ _____	☆☆☆☆☆
Creativity and Visuals	_____ _____ _____	☆☆☆☆☆
Group Presentation Skills	_____ _____ _____	☆☆☆☆☆
Audience Engagement	_____ _____ _____	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Researched the Genre	Gave little or inaccurate info about the genre.	Shared some info but lacked detail or clarity.	Explained the genre's origin and context with some accuracy.	Gave clear, accurate details about the genre's origin, history, and context.
Explained Artists	Did not mention key artists.	Named artists but gave little explanation.	Introduced at least one artist with some explanation.	Explained one or more artists and their impact clearly.
Connected Music to Community	Did not show any connection to community or culture.	Weakly linked music to community or culture.	Showed one clear link between music and community.	Showed strong, clear connections to social, political, or cultural issues.
Presentation Skills	Spoke unclearly or unorganized.	Spoke clearly but use of visuals/music was unclear.	Spoke clearly and use of visuals/music was clear.	Very clear, confident, and engaging; strong use of visuals/music.
Group Work	Uneven effort; little cooperation.	Some teamwork, uneven roles.	Good teamwork, fair cooperation.	Excellent teamwork, equal participation.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Fusion in Music

What Is Fusion Music?

Fusion music is a style that mixes elements from different musical traditions to create something new. Instead of staying in one style, musicians combine rhythms, instruments, and melodies from around the world. This makes the sound unique and surprising, as it blends things that are normally heard together.



How Fusion Became Popular

Fusion became popular in the 1960s and 1970s as travel and technology made it easier for people to hear music from different cultures. Musicians wanted to explore new sounds, so they began to borrow from other traditions. For example, jazz artists started adding rock instruments and rhythms, creating jazz fusion. Later, pop and rock musicians began using instruments from Africa, India, and Latin America, making their songs more colourful and diverse.

Examples of Fusion Music

There are many types of fusion. Afro-Cuban jazz mixes jazz with Cuban rhythms. Bollywood music often blends traditional Indian instruments with electronic beats and Western pop. Another example is Celtic rock, where folk instruments like bagpipes are played with electric guitars and drums. Each of these fusions shows how music can cross borders and create fresh styles.

Why Fusion Music Matters

Fusion music shows how cultures connect through sound. It celebrates diversity and creativity by blending traditions into harmony. It reminds us that music, like the world, is always growing and changing.

Questions

Answer the questions below.

1) Why did fusion music become popular in the 20th century? Give at least two reasons.

2) Choose an example of fusion music (Afro-Cuban jazz, Bollywood fusion, or Celtic rock) for the report. Describe how it blends different musical traditions.

3) Why does fusion music exist? Write how it reflects culture, creativity, and change in the world.

Word Scramble

Unscramble the words from the word bank.

WORD BANK

FUSION
TRADITION
CULTURE

BAGPIPES
CELTIC
DIVERSITY

BOLLYWOOD
CREATIVE
ELECTRONIC

TARTIODN

ICELTC

EUCLRTU

SIFUNO

APSBEGPI

SYDIYERT

Activity: Fusion Creations

Objective What are we learning more about?

Students will explore how musical fusion combines elements from different genres to create something new. They will practise identifying characteristics of musical styles, experiment with blending them, and create their own short piece in groups.



Materials What do we need for our activity?

- ✓ Audio clips of different musical styles (e.g., jazz-rock, classical-hip hop, Afro-Cuban jazz)
- ✓ Classroom instruments (guitars, drums, xylophones, recorders)
- ✓ Rhythm instruments (clapping, hand drums)
- ✓ Paper and pencils for planning notes

Instructions How do we complete the activity?

- 1) **Introduction to Fusion:** The teacher plays short clips of fusion music. Students listen and discuss which genres they hear. Write down the genres identified.
- 2) **Identify Styles:** Together, the class lists characteristics of different styles. For example, jazz = improvisation, rap = spoken rhythm, rock = electric guitar. Record in the example.
- 3) **Group Fusion Project:** Students will be grouped into small groups. Each group chooses two styles to mix (e.g., folk + rap, classical + pop, reggae + rock). They brainstorm which instruments, rhythms, or vocal styles to use.
- 4) **Create the Fusion Piece:** Groups design a 30-60 second performance that includes traits from both genres.
- 5) **Rehearse:** Groups practise their piece. They should focus on blending styles smoothly and keeping a steady rhythm.
- 6) **Perform and Explain:** Each group performs their fusion piece for the class. After performing, they explain which genres they chose, which elements they borrowed, and how they blended them together.

Criteria

Use the criteria below to complete the assignment.

Criterion	Description
Identified Genres Clearly	Chose two genres to combine and explained their key characteristics (e.g., instruments, rhythms, styles).
Blended Elements Effectively	Mixed features from both genres in a way that sounded creative and balanced, not just separate parts.
Showed Creativity	Added original ideas or a unique twist (e.g., surprising rhythm change, spoken word, or unusual instrument choice).
Presented with Confidence	Presented the fusion piece clearly, kept a steady rhythm, and showed effort in performance.
Worked Well in Group	Members listened to teammates, and ensured everyone had a role in creating and presenting the piece.

Tips

Use the tips below to create your fusion music.

Tip	How to Use It
Choose Distinct Genres	Picking styles that are very different (e.g., classical + hip hop) makes the fusion more interesting and unique.
Identify Key Features	Focus on what makes each genre special (e.g., instruments, rhythms, melodies) and highlight those in your mix.
Blend, Don't Clash	Combine elements smoothly (e.g., layers, alternating melodies) so the music feels cohesive, not separate.
Experiment with Instruments	Try using instruments in new ways, like guitar with a jazz rhythm or drums with a classical melody.
Play with Dynamics	Change loud/soft or fast/slow to show contrasts between the genres and add excitement.
Keep It Simple	Start with short patterns from each genre before adding more complex layers.
Tell a Story	Think about the mood or message you want your fusion to show (e.g., fun, dramatic, powerful) and shape the music around it.

Planning

Answer the questions.

1) Which two genres do you want to combine? Why did you choose them?

2) What are the most important features of each genre (instruments, rhythm, melody, ...)?

3) Which instruments or sounds will you use from each genre?

4) How can we use dynamics (loud/soft or tempo) to make the genres blend well?

5) Will our fusion piece have lyrics or be instrumental only? Why?

6) What kind of mood or message do we want our music to show (fun, serious, energetic, calm)?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Identified Genres Clearly	Did not explain genres or gave unclear info.	Mentioned genres but missing details.	Explained both genres with some clarity.	Clearly explained both genres with accurate details.
Blend Elements Effectively	Elements not blended; just separate parts.	Some blending, but weak or unbalanced.	Blended elements fairly well with some balance.	Smooth and creative blend, balanced and well-integrated.
Showed Creativity	Only a few ideas.	A few creative touches, but overall.	Added creative twists that added interest.	Highly original, unique twists that made the piece stand out.
Performed with Confidence	Weak or unclear performance.	Some confidence, but lacking energy.	Clear performance with rhythm and interest.	Strong, confident, and engaging performance.
Worked Well in Group	Little teamwork or sharing of roles.	Some cooperation, but uneven contributions.	Good teamwork, shared roles, and contributions.	Excellent teamwork, equal contributions, and clear roles.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?
