



Preview – Information



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Workbook Preview



Ontario – Arts Curriculum

Grade 2 – Drama

	Learning Experiences	Pages
B1.1	engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places	5-31, 34, 42, 58
B1.2	demonstrate an understanding of the element of role by selectively using other elements to build belief in a role	32-33, 35-41, 42-55
B1.3		59-69
B1.4		7
B2.1		
B2.2	identify a favourite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness	110-111
B2.3	identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members	103-104
B3.1	demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places	70-71, 98-105, 112-113
B3.2	identify and describe key contributions drama and theatre make to the community	5-31, 34, 42, 58

**Preview of 13 activities
from this unit that
contains 20 activities in
total.**

Activity: Magical Story Circle

Objective

What are we learning more about?

Students will collaboratively create a story by adding one sentence each, enhancing their understanding of narrative structure and character development.

Materials

What do we need for our activity?

- ✓ A comfortable sitting arrangement (chairs or floor cushions)
- ✓ A talking stick (or storytelling object) (a small plush toy or a decorative stick)
- ✓ Paper and pencils (optional) (for students to write down the story)



Instructions

How do we complete the activity?

- 1) **Introduction:** Gather the students in a circle and explain that they will be creating a story together, one sentence at a time. Show them the talking stick (or object) and explain that only the person holding the stick can speak.
- 2) **Starting the Story:** The teacher begins by telling the first sentence of the story. For example, "Once upon a time, in a magical forest, there lived a very brave rabbit named Rocco."
- 3) **Adding Sentences:** Pass the talking stick to the next student. They then add one sentence to the story, building on what has been said before. Continue passing the stick around the circle, ensuring each student has a chance to contribute.
- 4) **Guiding the Story:** Encourage students to think about the characters and the plot. Remind them to add sentences that make sense and keep the story moving forward. The teacher can gently guide the story if it starts to stray off track.
- 5) **Concluding the Story:** After several rounds, the teacher can signal when it's time to conclude the story. The last few students can work together to bring the story to a satisfying end.
- 6) **Reflection:** After the story is complete, discuss it with the students. Write it down and read it back to them if desired.

Story Starters

Use the sentences below to start the story.

"In a land with sparkling unicorns, there was a young wizard named Leo."

"Deep in the jungle, the explorer found a mysterious, old map."

"On the first day of school, Ben and Zoe discovered they both loved to play soccer."

"One rainy afternoon, Lily found a strange, old key in her grandmother's attic."

"In the heart of the forest, a clever fox named Felix loved to solve puzzles."

Name: _____

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Curriculum Connection
81.1

Reflection

Draw two scenes of your story.

Draw two different scenes from the story you created with your classmates.

PREVIEW

Activity: Character Interview

Objective What are we learning more about?

Students will understand the background and motivations of characters from stories by interviewing each other while staying in character. This activity will encourage thinking about character development and backstory.

Materials What do we need for our activity?

- ✓ Copies of a chosen story and character descriptions
- ✓ Pre-selected list of interview questions
- ✓ Simple costume pieces or props (optional)
- ✓ Chairs arranged in pairs or in a circle



Instructions How do we complete the activity?

- 1) **Introduction:** Explain the concept of character interviews to the students. Discuss how understanding a character's background and motivations helps actors bring the character to life.
- 2) **Character Selection:** Hand out copies of the character descriptions. Allow students to choose the characters they want to portray or assign the characters to them randomly.
- 3) **Preparation:** Have students think about their character's background and motivations. Encourage students to write down notes about their character.
- 4) **Interviews:** Arrange chairs in pairs or in a circle. Students will be the interviewer and the interviewee. The interviewer will ask questions from the provided list to better understand the character. The interviewee will answer in character, using their background and motivations to shape their responses.
- 5) **Reflection:** After the interviews, ask students to draw the character they portrayed.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Stay in Character	Answer questions as if you are really the character, using their background and personality.
Use Imagination	Think deeply about the character's story and motivation.
Show Enthusiasm	Speak with excitement and interest to make the character come alive.
Listen Carefully	Pay close attention to the interviewer's questions to provide thoughtful answers.
Use Clear Expressions and Actions	Use facial expressions and actions that match your character's feelings and story.

Activities

Complete the activities below that use the drama elements

Word Search – Find The Words Below

STAY	IN	CHARACTER	ENTHUSIASM	EXPRESSION
LISTEN	IMAGINATION	ACTING	CREATIVE	DRAMA

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

Word Scramble – unscramble the words from the words above

TEREVCAI		NI	
RREHTACAC		AARDM	
NESSROIXPE		UEHITNASMS	
CGITAN		SNENGTLI	
AYTS		IIATGIMNANO	

Planning

Answer the questions below.

1) Which character do you want to be, and why?

2) How does your character feel in the story?

3) What kind of personality does your character have (e.g., brave, kind, funny)?

4) What are some interesting things about your character's background?

Characters

Optional: Assign the characters below for the students.

Character	Description
King	A wise and just ruler who always puts his kingdom first.
Queen Isabella	A compassionate and strong queen who cares deeply for her people.
Princess	A curious and adventurous princess who loves exploring the kingdom.
Prince Theo	A brave and kind prince who helps his parents in ruling the kingdom.
Knight Roland	A brave and courageous knight who defends the kingdom from threats.
Lady Beatrice	A noblewoman known for diplomacy and solving conflicts.
Wizard Merlin	A wise and powerful wizard who advises the royal family and protects the kingdom with his magic.
Fairy Fiona	A playful fairy who uses her magic to help the people of the kingdom.
Squire Henry	An eager and hardworking squire training to become a knight.
Baker Betty	A cheerful baker who makes the best bread and pastries in the kingdom.
Blacksmith Bill	A skilled blacksmith who forges the finest weapons and tools.
Healer Hannah	A gentle healer who uses herbs and potions to cure the sick and injured.
Farmer Frank	A dedicated farmer who provides food for the kingdom with his bountiful harvests.

Characters

Optional: Assign the characters below for the students.

Character	Description
Merchant	A clever merchant who travels far and wide to bring exotic goods to the kingdom.
Stable Master Sam	A kind and patient stable master who takes care of the royal horses and teaches others how to ride.
Captain	The leader of the royal guard who ensures the safety of the kingdom.
Gardener Grace	The royal gardener who maintains the beautiful royal gardens.
Musician Melody	A talented musician who brings joy to the kingdom with her singing.
Librarian Leo	The knowledgeable librarian who knows everything about the kingdom's history and stories.
Painter Paula	An artist who paints beautiful scenes of the kingdom.
Jester Jolly	The court jester who entertains the royal family and the kingdom with his humor.
Messenger Max	The speedy and reliable messenger who delivers important news across the kingdom.
Seamstress Sarah	The skilled seamstress who creates beautiful garments for the royal family and the kingdom.
Inventor Ivan	A creative inventor who builds innovative machines to help the kingdom.
Fisherman Finn	A hardworking fisherman who provides fresh fish for the kingdom.
Chef Clara	The royal chef known for creating delicious and extravagant meals.

Questions

Ask your interviewee the questions below.

Where are you from?

Can you tell us about your family?

What is your favourite thing to do?

What makes you happy?

What is your biggest dream?

What is something you really want to achieve?

What is a challenge you have faced?

How did you overcome that challenge?

Who is your friend?

How do you help your friend or family?

What do you like most about your role/job?

How do you help the kingdom?

What is your favourite thing?

How did you learn your special skills?

What makes you proud of your kingdom?

How do you solve problems in your kingdom?

What do you hope to learn more about?

How do you show kindness to others?

What do you do to protect the kingdom?

How do you feel when you help someone?

Reflection

Draw two characters from the story.

Draw your character and one other character of your choice from the story.

PREVIEW

Rubric

How did you do on the assignment?

Criterion	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Character	Rarely stayed in character	Sometimes stayed in character	Mostly stayed in character	Always stayed in character
Use Imagination	Used little imagination	Used some imagination	Used a lot of imagination	Used very creative imagination
Show Enthusiasm	Showed little enthusiasm	Showed some enthusiasm	Showed good enthusiasm	Showed a lot of enthusiasm
Listen Carefully	Rarely listened to questions	Sometimes listened to questions	Mostly listened to questions	Always listened carefully to questions
Use Expressions	Used few expressions and actions	Used some expressions and actions	Used many expressions and actions	Used excellent expressions and actions

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

Activity: Alien, Tiger, Cow

Objective What are we learning more about?

Students develop quick thinking and physical expression by striking poses as an alien, tiger, or cow. This activity enhances spontaneity and encourages creativity in physical movements.

Materials What do we need for our activity?

- ✓ Prop Box filled with character props (optional)
- ✓ An open space



Instructions How do we complete the activity?

- 1) Have everyone form a circle and stand together.
- 2) On the count of three, players can choose to be one of three characters (similar to rock, paper, scissors):
 - **ALIEN:** Hold fingers up to your head like antennae and say "Bleep, bleep, bleep."
 - **TIGER:** Extend your hands like claws and say "Rooaaar."
 - **COW:** Place your hands on your stomach with fingers spread like udders and say "Mooo."
- 3) At the count of three, everyone decides which character to be.
- 4) The character chosen by the fewest people is in the minority. All players must leave the circle. For example, if there are 4 aliens and 3 cows, the cows are in the minority and must exit the circle.
- 5) Continue playing until only one or two participants remain.

Variation:

Another way to play this game is for everyone to try to become the same character (without anyone being eliminated). It may take a few rounds for the group to figure this out organically.

Character Sketch

Draw the Alien, Tiger and Cow involved in the game.

PREVALENT

Activity: Quick Change Mime

Objective What are we learning more about?

Students use creativity and adaptability by miming different actions and responding quickly to new prompts. This activity encourages quick thinking and physical expression.

Materials What do we need for our activity?

- ✓ An open space for students to play the game

Instructions How do we complete the activity?



- 1) Introduction:** Explain the game: students form a circle and take turns miming actions. One student mimes an action while another asks, "What are you doing?" The first student responds with a different action for the second student to mime.
- 2) Demonstration:** Stand in the circle and demonstrate the game. Mime an action, like brushing your teeth. Have a student ask, "What are you doing?" Respond with a different action, like "I'm flying a kite." Have the student mime that action.
- 3) Playing the Game:** Have students form a circle. One student mimes an action. Another asks, "What are you doing?" The first student replies with a different action for the second student to mime. Continue until each student has had a turn.
- 4) Reflection:** After the activity, gather the students in a circle to discuss their experiences.

Example Actions

Optional: Show this list to students to give them ideas

Brushing your teeth	Flying a kite
Eating a cream cone	Jumping rope
Rolling a marble	Painting a picture
Throwing a ball	Washing your hands
Pulling a rope	Climbing a ladder
Tying your shoes	Blowing up a balloon
Writing on a chalkboard	Playing basketball
Opening a door	Baking a cake
Sweeping the floor	Playing the drums
Reading a book	Watering plants
Catching a butterfly	Building a sandcastle
Patting a dog	Pulling on a boat
Digging a hole	Waving a hello
Putting on a hat	Blowing out a candle
Blowing bubbles	Folding a paper airplane
Drinking from a cup	Playing a game
Waving a magic wand	Playing with a toy car
Planting a seed	Feeding a pet
Brushing your hair	Playing a violin
Skiping stones on water	Flying like a superhero

Planning

Answer the questions below.

1) Write down some fun actions you can mime.

2) What different actions can you do every day?

3) What actions do you think will be funny or interesting for your friends to mime?

PREVIEW

Reflection

Answer the questions below.

1) What was the most fun action you mimed?

2) What new skills did you learn from your classmates?

3) Draw your favourite mime/action in the box.



Activity: Character Parade

Objective What are we learning more about?

Students learn about physicality and character development by walking around the room as different characters, focusing on how movement and posture define a character.

Materials What do we need for our activity?

- ✓ Character cards (created by the teacher)
- ✓ An open space

Instructions How do we complete the activity?



- 1) **Introduction:** Tell the students they will practice walking like different characters, each with unique movements and postures. Explain how this helps bring characters to life in a story or play.
- 2) **Demonstration:** Demonstrate different character walks: slow and bent like an old person, confident like a superhero, or graceful like a ballerina. Encourage students to notice the differences in movement and posture.
- 3) **Scene Planning:** Have the students spread out in the open space and act out different characters one at a time, and have them walk like that character. Encourage exaggerated movements and thinking about the character's feelings or actions they do in their daily lives. If using character cards, let students take turns calling out a character.
- 4) **Reflection:** Gather the students in a circle to discuss their experiences.

Cards

Walk like the characters listed below.

Character	
Person	Superhero
	Robot
Farmer	Giant
Happy Child	Sad Clown
Soldier	Tired Worker
Astronaut	ate
Princess	ific Place
Detective	v
Doctor	Brave Knight
Chef	Basketball Player

Activity: Silent Stress Scenarios

Objective What are we learning more about?

To help students understand and express emotions through body language and non-verbal communication by creating a group mime that shows how characters respond to a situation of conflict, stress, or anticipation.

Materials What do we need for our activity?

- ✓ Scenario cards with written stressful situations such as conflict, depression, or anxiety
- ✓ Open space (classroom)
- ✓ Simple props (optional, small objects)



Instructions How do we complete the activity?

- 1) **Introduction:** Explain to the students the concept of performing a "mime," a type of acting without words, to tell a story using only their bodies and facial expressions.
- 2) **Warm-Up:** Have students spread out and perform simple stretching and facial expression exercises to warm up.
- 3) **Discussion:** Discuss different emotions like conflict, stress, and anticipation, and how they look without words, including how the body and face react.
- 4) **Group Formation:** Divide the students into small groups and randomly assign a scenario to each group.
- 5) **Planning:** Allow each group time to plan their mime and encourage them to think about the beginning, middle, and end of their story. Suggest simple, exaggerated movements and facial expressions to show their emotions.
- 6) **Rehearsal:** Give each group time to rehearse their mime. Walk around to provide guidance, encouraging students to use their whole bodies to express the story.
- 7) **Performance:** Have each group perform their mime in front of the class. Urge the other students to follow the act quietly.
- 8) **Reflection:** After each performance, allow the audience to guess the emotions and the story being told. Discuss how the performers used their bodies and faces to communicate without words.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Use of Facial Expressions	Use clear and exaggerated facial expressions to convey different emotions.
Body Movements	Use body movements to express actions and feelings without using words.
Team Collaboration	Work together with group members to tell a cohesive and clear story.
Emotion Recognition	Show the ability to recognize and describe emotions like conflict, departure, and anticipation.
Engagement and Enthusiasm	Participate actively and with enthusiasm throughout the activity and performance.

Activities

Complete the activities below that use the drama elements

Word Search – Find The Words Below

Facial Expressions	Body	Movements	Working Together
Different Emotions	Enthusiasm	Feelings	

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

Matching – Draw a line from the drama element to its description**Drama Element****Facial Expressions**

Showing different feelings, like being excited, scared, or angry.

Body Movements

Understanding how a character feels and showing those feelings in your body.

Working Together

The way your face looks to show what a character is feeling, like happy or sad.

Different Emotions

When everyone in the group helps each other to make the scene or play better.

Enthusiasm

Acting with lots of energy and excitement to make the scene fun and interesting.

Feelings

How you move your body to show what a character is doing, like walking or jumping.

Planning

Answer the questions below.

1) What is the main emotion in your story?

2) Who are the characters in your story, and what do they do?

3) What props can we use to help tell our story?

4) What is the most important part of your scene that you want to understand?

Scenarios

Choose a prompt from the list below.

Scenario	Characters	Description
Lost Parent	Parent, Child, Amusement Worker, Stranger, Security Guard	Description: The child is excited and runs ahead, getting separated from the parent. The child's friend tries to help look for the parent. They ask a worker for help. The worker talks to a stranger who might have seen the parent. Finally, the security guard helps reunite the family.
Missing Pet	Children, Parent, Neighbour, Pet, Animal Control	Description: The children realize their pet is missing and feel sad and worried. They search around the house and yard, asking neighbours if they've seen the pet. The neighbour helps search. They call animal control for help. After a lot of looking, they find the pet and celebrate.
First Day at a New School	New Student, Teacher, Classmate 1, Classmate 2, Principal, Parent	Description: The new student feels nervous about the classroom. The teacher greets them and classmates invite the new student to activities. The principal shows the new student is. The parent reassures the child at the end of the day.
Preparing for a Surprise Party	Birthday Kid, Friend 1, Friend 2, Parent, Sibling, Neighbour	Description: Friends and family prepare decorations, food and gifts. They hide and get ready to surprise the birthday kid. The sibling distracts the birthday kid. The parent and neighbour help with preparations. Finally, they all shout "Surprise!" when the birthday kid arrives.

Scenarios

Choose a prompt from the list below

Scenario	Characters	Description
Trip to the Airport	Parent 1, Parent 2, Child, Sibling, Pilot	Description: The family rushes to get to the airport. They go through security, where the staff checks their tickets and bags. They encounter a delay and the child feels anxious. The parents comfort the child and sibling. The pilot finally announces it's time to board the plane.
Storm Approaching	Parent, Neighbour, Weather Reporter, Emergency Worker	Description: A storm is coming. The parent and child prepare the house, securing windows and bringing the pet inside. The neighbour helps with the preparations. The weather reporter on TV tells them the storm is getting closer. An emergency worker gives advice on staying safe.
Forgotten Homework	Student, Teacher, Classmate 1, Classmate 2, Parent, Sibling	Description: A student realizes they forgot their homework and feels stressed. They explain the situation to classmates who offer help. The parent and sibling comfort the student. The teacher understands and helps the student plan to complete the homework.
School Play Rehearsal	Director, Actor 1, Actor 2, Stagehand, Costume Designer, Parent	Description: Students are in a school play. The director gives them on how to act. The actors practice their parts with enthusiasm. The stagehand arranges props. The costume designer helps actors with their costumes. A parent assists by providing snacks and encouragement.

Name: _____

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Curriculum Connection
B1.2

Emotion Drawing

Draw three different emotions felt in your play

PREVALENT

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Facial Expressions	Rarely uses facial expressions	Uses some facial expressions	Uses clear facial expressions	Uses very clear and exaggerated facial expressions
Body Movements	Rarely uses body movements	Uses some body movements	Uses clear body movements	Uses very clear and exaggerated body movements
Team Collaboration	Rarely works with the group	Sometimes works with the group	Works well with the group	Works very well and helps others in the group
Emotion Recognition	Shows little understanding of emotions	Shows some understanding of emotions	Shows good understanding of emotions	Shows excellent understanding of emotions
Engagement	Shows little enthusiasm	Sometimes shows enthusiasm	Shows good enthusiasm	Shows excellent enthusiasm throughout

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

Activity: Voice Adventures

Objective

What are we learning more about?

Students will use their voice expressively to convey a character's attitude in a short skit. Scenarios will be relevant to them, such as sharing or bullying. This activity emphasizes how tone, pitch, and volume can express different emotions and attitudes.

Materials

What do we need for our activity?

- ✓ Scenario cards (situations related to social issues)
- ✓ Simple props (optional: small objects or small objects)
- ✓ Open space (classroom or gymnasium)



Instructions

How do we complete the activity?

- 1. Introduction:** Tell the students that they will perform short skits to show how characters feel and react. Explain how their voices can show different emotions and attitudes. Give examples of how changing tone, pitch, and volume can make a character sound happy, sad, angry, or excited.
- 2. Group Formation:** Divide the class into small groups of 4-6 students. Give each group a scenario card with a detailed situation related to a social issue (e.g., "You are playing with your favourite toy when a friend wants to play with it too. Show how you might feel and what you would say.").
- 3. Planning:** Each group talks about their scenario and plans a short skit (2-3 minutes) to show the situation. Encourage students to think about how their characters will sound and use their voices to express feelings. Ask guiding questions: What will each character say? How will they say it? What happens first?
- 4. Rehearsal:** Groups will rehearse their skit before presenting it to the class. Walk around and provide guidance, encouraging expressive use of voice.
- 5. Performance:** Have each group perform their skit in front of the class. Encourage the audience to listen for how the voices are used to show different emotions and attitudes.
- 6. Reflection:** After each performance, discuss what emotions and attitudes were shown and how the students used their voices to express them.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Voice Clarity	Speak clearly so everyone can understand your words.
Tone Variety	Use different tones (happy, sad, angry) to show your character's feelings.
Volume Control	Adjust your volume (loud and soft) to match your character's emotions and actions.
Pitch Changes	Change your pitch (high and low) to express different emotions and attitudes.
Team Collaboration	Work well with your group to tell the story and help each other with the skit.

Activities

Complete the activities below that use the drama elements

Word Search – Find The Words Below

VOICE	RITY	TONE	VARIETY	VOLUME
CON	H	CHANGES	TEAMWORK	COLLABORATION

Word Scramble – Scramble the words from the word list above

ETON	AVITYRE	
TOCNLRO	OEVIC	
MKETRWOA	TPIHC	
BAOACOILTLNRO	SRIYAT	
ECGSANH	EL V	

Matching – Draw a line from the drama element to its description

Drama Element	
Voice Clarity	Changing how loud or soft you speak sounds to make the character's intentions clear.
Tone Variety	Speaking clearly so everyone can understand what you are saying.
Volume Control	Changing the sound of your voice to show how a character feels, like happy or sad.
Pitch Changes	Working together with your classmates to make the play or scene better.
Teamwork	Making your voice louder or quieter to match what's happening in the story.

Planning

Answer the questions below.

1) What is the main emotion your character feels in the skit?

2) How can you show that feeling?

3) Who are the other characters in the skit? How do they feel?

4) How does your character react to what others are doing?

PREVIEW

Cards

Assign these scenarios to the groups to act them out.

Scenario Description

Sharing Toys: A group of friends are playing with different toys. One friend asks to play with your favourite toy. The owner hesitates but then decides to share. Use your voices to show asking nicely, thinking, and then happily agreeing.

Lost and Found: A student loses their lunchbox and feels upset. Friends reassure and help search for it. There is worry and relief when it's found. Use your voices to show worry, relief, and excitement.

Helping a Friend: A student falls on the playground and cries out in pain. Friends rush over, showing care and help as they help. Use your voices to show urgency, care, and relief.

Bullying Prevention: One student is bullied and feels sad. Other students step in, telling the teaser to stop and comfort the upset student. Use your voices to show firmness, support, and kindness.

Classroom Helpers: Students are working in the classroom. One student doesn't want to help and complains, while others encourage and cheer them on. Use your voices to show reluctance, encouragement, and teamwork.

Library Visit: Students visit the library and are excited to find new books. One student can't find a book and is upset, and others help them successfully. Use your voices to show excitement, frustration, and helpfulness.

Birthday Surprise: Friends plan a surprise birthday for a classmate. They whisper excitedly while planning and then shout "Surprise!" with excitement. Use your voices to show secrecy, excitement, and happiness.

Group Project: Students work on a class project. One student is shy, another is shy about sharing ideas, and others encourage and lead. Use your voices to show leadership, shyness, and encouragement.

Field Trip: Students go on a field trip to the zoo. They react with excitement and curiosity to different animals, showing surprise, excitement, and wonder. Use your voices to show curiosity, excitement, and amazement.

Morning Routine: Students act out their morning routine, showing different attitudes like sleepiness, frustration at rushing, and happiness when ready. Use your voices to show tiredness, frustration, and joy.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Volume	Hard to understand or hear the speaker	Sometimes clear, sometimes hard to hear	Spoke clearly most of the time	Spoke very clearly; everyone understood
Tone Variety	Used only one tone	Used a few different tones	Used some different tones	Used many tones to show feelings
Volume Control	Did not adjust volume at all	Sometimes adjusted volume	Adjusted volume most of the time	Adjusted volume perfectly
Pitch Changes	Did not change pitch	Changed pitch a few times	Changed pitch a few times	Changed pitch a lot to show feelings
Team Collaboration	Did not work well with the group	Needed some help with the group	Worked well with the group	Worked very well with the group

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

Activity: Gibberish Express

Objective

What are we learning more about?

To help students understand the importance of non-verbal communication and vocal expressiveness by having a conversation in gibberish, using tone, pitch, and body language to convey meaning.

Materials

What do we need for our activity?

- ✓ Cards with a variety of scenarios written on them
- ✓ Simple props (optional) such as hats, shoes, or small toys) to help with expressing emotions
- ✓ Open space for students to move around



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be having conversations using made-up words (gibberish) and that they will be using their tone of voice, pitch, and body language to convey meaning. Give them scenarios given to them. If possible demonstrate a short gibberish conversation with a volunteer student.
- 2) **Pair Up:** Have students pair up. If there's an odd number of students, create one group of three.
- 3) **Presentation:** Let the pairs come forward one by one and perform with a simple scenario (e.g., two friends meeting after a long time, asking for directions, or ordering food at a restaurant) and present their act. Encourage students to use props available for them.
- 4) **Discussion and Reflection:** Discuss with the students what they learned about communication without words. Highlight the importance of tone, pitch, and body language in everyday conversations.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Use of Tone and Pitch	Experiment with different tones and pitches in your voice to express different emotions or intentions.
Body Language	Use your hands, face, and whole body to show what you mean when you speak in gibberish.
Facial Expressions	Make sure your facial expressions match the feelings you are trying to communicate.
Active Listening	Pay close attention to your partner's words, tone, and body language to understand what they are saying.
Creative Props	Use any props available to help add meaning to your gibberish conversation.

Cards

Act out the scenarios below using gibberish.

Scenario Description

Friends meeting after a long time

Asking for directions to a park

Ordering ice cream from an ice cream truck

Lost and asking for help

Shopping for a new toy

Telling a friend about a trip

Finding a lost item

Playing a game of tag

Asking to borrow a pencil in class

Describing a favourite book to a friend

Cards

Act out the scenarios below using gibberish.

Scenario Description

Inviting a friend to a birthday party

Showing a friend's drawing

Asking if someone wants to play on the swings

Pretending to be a superhero saving the day

Helping a friend who fell and hurt their knee

Sharing a secret with a friend

Telling someone they have a stain on their shirt

Asking if someone wants to trade books

Pretending to be at a zoo looking at animals

Asking a friend to join in a dance

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Use of Voice	Rarely changes tone or pitch	Sometimes changes voice tone or pitch	Often changes voice tone or pitch	Consistently uses varied tones and pitches
Body Language	Rarely uses body movements	Sometimes uses body movements	Often uses body movements	Consistently uses body movements
Facial Expressions	Rarely changes facial expressions	Sometimes changes facial expressions	Often changes facial expressions	Consistently uses varied facial expressions
Active Listening	Rarely pays attention to partner	Sometimes pays attention to partner	Often pays attention to partner	Consistently pays close attention to partner
Creative Props	Rarely uses props creatively	Sometimes uses props creatively	Often uses props creatively	Consistently uses props in very creative ways

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

Activity: Statue Sculptors

Objective

What are we learning more about?

To enhance creativity and physical expression by having students create statues that represent emotions, actions, or scenes.

Materials

What do we need for our activity?

- ✓ Optional: Simple props (e.g., shoes, hats) to enhance the statues.
- ✓ Open space for students to move and



Instructions

How do we create the statue?

- 1) **Introduction:** Explain to the students that they will be creating statues with their bodies. Demonstrate how to gently and carefully "mold" a classmate into a statue.
- 2) **Pair Up:** Have students pair up. In each pair, one student will be the sculptor and the other will be the clay. Explain to the students that they will "mold" their partner into a statue representing an emotion, action, or scene.
- 3) **Creating Statues:** Give the sculptors some time to think about how they will position their partners into different poses. Encourage them to be creative in using their partners' bodies to express the chosen emotion, action, or scene. Urge the partners to fully cooperate with the sculptors.
- 4) **Group Sharing:** Ask each pair to share their statues with the class. The audience guess what emotion, action, or scene the statue is representing.
- 5) **Switch Roles:** Have the students switch roles so that everyone gets a chance to be both the sculptor and the clay.
- 6) **Debrief and Discussion:** Discuss with the students what they enjoyed about the activity and what they found challenging while also highlighting the importance of creativity and physical expression in drama.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Creativity	Think of unique and imaginative ways to position your partner to represent different emotions or actions.
Gentle Molding	Be careful when positioning your partner to make sure they are comfortable.
Clear Expression	Make sure the statue shows the chosen emotion, action or pose.
Facial Expressions	Ensure that facial expressions match the emotion or action being depicted in the statue.
Active Participation	Both the sculptor and the clay should be actively involved and engaged in the activity.

List

Build a statue that expresses one of the listed emotions, actions or scenes

Emotion, Action, or Scene	
Happiness	Painting
Running	Riding a bicycle
Feeling	Cooking
Building	Building a sandcastle
Anger	Gardening
Surprise	Brushing teeth
Love	Blowing out birthday candles
Confusion	Fishing
Sleepiness	Playing soccer
Laughing	Shaking snow
Crying	Eating ice cream
Dancing	Walking
Reading a book	Looking through a telescope
Playing a musical instrument	Waving
Brushing hair	Opening a gift
Balancing on one foot	Playing musical instrument
Digging a hole	Blowing bubbles

Reflection

Draw two statues of your choice.

Draw two of your favourite statues from the activity.

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Creative Poses	Rarely thinks of unique poses	Sometimes thinks of unique poses	Sometimes thinks of unique poses	Always thinks of very unique and imaginative poses
Gentle Molding	Rarely gentle and careful	Sometimes gentle and careful	Usually gentle and careful	Always very gentle and careful
Clear Expression	Statue is difficult to understand	Statue is somewhat clear	Statue is mostly clear	Statue is very clear and easy to understand
Facial Expressions	Rarely matches emotion/action	Sometimes matches emotion/action	Often matches emotion/action	Always matches emotion/action very well
Active Participation	Often not engaged	Sometimes engaged	Usually engaged	Always very engaged and involved

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

Activity: Dino Decisions

Objective

What are we learning more about?

To develop problem-solving and decision-making skills by having students respond to a safety scenario involving a pet dinosaur that poses a safety hazard.

Materials

What do we need for our activity?

- ✓ Dinosaur props (toys)
- ✓ Lab coat or scientist costume (optional)
- ✓ Open space for role-play



Instructions

How do we complete the activity?

1. **Introduction:** Tell the students they will perform role-play to decide what to do with a pet dinosaur causing safety problems. One student will be the scientist, and the others will be the decision-makers.
2. **Group Formation:** Divide the class into small groups (4-6 students). Let them choose one student to be the scientist and the others to be the decision-makers (pet owners, neighbours, town officials).
3. **Scenario Setup:** Describe the scenario: A scientist has discovered that a pet dinosaur in the town is causing safety issues (e.g., knocking things over, scaring people), and the decision-makers must come up with a solution.
4. **Role-Play Activity:** Give students time to discuss and decide on a solution. Encourage creative thinking and considering consequences. The scientist can ask questions and challenge their ideas for deeper thinking.
5. **Group Sharing:** Have each group present their solution to the class. Discuss the different solutions and their potential outcomes.
6. **Discussion:** Discuss what students learned about problem-solving and decision-making while focusing on the importance of considering different perspectives and consequences.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Active Participation	Contribute ideas and listen to others during the discussion.
Creative Thinking	Develop unique and imaginative solutions for the problem.
Consider Consequences	Think about what might happen as a result of each solution.
Ask Questions	Ask questions to understand the problem better and explore different solutions.
Work as a Team	Collaborate with classmates to agree on the best solution.

Activities

Complete the activities below that use the drama elements

Word Search – Find The Words Below

Active	Participation	Creative	Thinking	Solutions
Teamwork	Problem Solving	Questions	Consider	Consequences

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

Word Scramble – unscramble the words from the words list above

EAVIECRT		NRITCTIA RPIO	
NEIQSUSTO		SSINOLUTO	
IVCETA		INSKGA	
ONCNQEESESCU		DRCISONE	
KTMWORAE		GINKHITN	

Planning

Answer the questions below.

1) What do you think the dinosaur might be doing that is causing problems?

2) What ideas do you have to solve the problem with the dinosaur?

3) What could happen if we choose a solution?

4) Draw a picture of the scene you are thinking of.

**Performance
Review Chart**

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

Category	Details
Best Moment	
Biggest Challenge	
Most Surprising Part	
What I Learned	

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Active Participant	Rarely contributes ideas	Sometimes contributes ideas	Often contributes ideas	Always contributes ideas
Creative Thinking	Rarely thinks creatively	Sometimes thinks creatively	Often thinks creatively	Always thinks creatively
Consider Consequences	Rarely considers consequences	Sometimes considers consequences	Often considers consequences	Always considers consequences
Ask Questions	Rarely asks questions	Sometimes asks questions	Often asks questions	Always asks thoughtful questions
Work as a Team	Rarely collaborates	Sometimes collaborates	Often collaborates	Always collaborates well

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

Sesame Street: Teaching Through Puppetry

What Is Sesame Street?

"Sesame Street" is a TV show that uses fun puppets to help kids learn. It started in 1969 and has been a favorite show for many children around the world. The puppets on the show, like Elmo, Big Bird, and Cookie Monster, teach kids about numbers, letters, and how to be good friends.



Meet the Puppets

Here are some of the main puppets you'll see on "Sesame Street":

- **Elmo:** A small, red, and very friendly muppet who loves to laugh and learn.
- **Big Bird:** A very tall and kind yellow bird who likes to explore and ask questions. His mouth is actually controlled by a puppet master.
- **Cookie Monster:** A blue monster who loves cookies and teaches us about sharing and patience.

What We Learn

"Sesame Street" helps children learn many important things:

- 1) **Numbers:** Counting with Count von Count.
- 2) **Letters:** Learning the alphabet with Elmo.
- 3) **Friendship:** How to share and care for others.
- 4) **Feelings:** Understanding and talking about our emotions.

These fun characters and stories make learning easy and enjoyable. Every day, they share new lessons through songs, games, and stories.

True or False

Is the statement true or false?

1) The show teaches only about numbers.	True	False
2) Sesame Street started in 1979.	True	False
3) Sesame Street is just for fun and not for learning.	True	False
4) Big Bird is a bird puppet.	True	False
5) Elmo is a famous character.	True	False

Drawing

Draw three puppets in the "Sesame Street".

--	--

Matching

Match the puppets with what they like to do by drawing lines.

Elmo☐ likes to explore and**Cookie Monster**☐ loves to laugh and learn.**Big Bird**☐ teaches us about sharing and patience

Activity: Freeze Frame Fun!

Objective

What are we learning more about?

To help students understand the importance of timing, movement, and stillness in drama, they will become musical statues, where they will learn to express different emotions or actions through their poses.

Materials

What do we need for our activity?

- ✓ A device to play music
- ✓ Variety of music tracks
- ✓ Open space in the room



Instructions

How do we complete this?

- 1) **Set Up the Space:** Clear a space for the activity, ensuring students can move freely without obstacles. Depending on the space available, you may divide the students into two groups or have them all participate together.
- 2) **Explain the Game:** Tell the students that they will be playing musical statues, but with a twist. When the music plays, they can dance around. When the music stops, they must freeze in a pose that shows an emotion or action you call out before starting the music.
- 3) **Start the Music:** Play the music. As the students move, observe their movements to ensure everyone is participating and safe.
- 4) **Stop the Music:** Randomly stop the music and shout out an emotion or action (like happy, sad, sleeping). Students must freeze in a pose that shows this.
- 5) **Review the Poses:** Once everyone is frozen, walk around to see each pose. Give light-hearted feedback and ask some students to explain their choice of pose.
- 6) **Repeat:** Change the emotion or action each time you stop the music. Play as many rounds as time allows, ensuring each child gets to express different emotions and actions.

List

30 different emotions/actions that students can act out during the activity

Emotion	Action
Happy	Climbing a Steep Mountain
Sad	Diving into water
Surprised	Lifting a heavy weight
Scared	Opening a giant door
Excited	Paddling a canoe
Confused	Pushing a car
Bored	Climbing a ladder
Proud	Riding a bike
Shy	Throwing a frisbee
Nervous	Walking through mud
Frustrated	Building a sandcastle
Relaxed	Balancing on a beam
Curious	Swinging a baseball bat
Thoughtful	Tying a shoelace
	Starting a race

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Participation	Actively join in during all rounds of the game, moving and freezing as directed.
Pose Accuracy	Make a pose that clearly represents the emotion or action.
Response Time	Quickly stop moving and assume the pose when the music stops.
Creativity	Use imaginative and varied poses to express different emotions and actions.
Focus	Maintain focus on the activity, paying attention to instructions and remaining engaged throughout.

Name: _____

82

Curriculum Connection
81.4

Tableau Reflection

Draw yourself in different poses expressing the called-out emotions.

PREVALENCE

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Participation	Participates in some rounds with enthusiasm.	Participates in most rounds actively.	Participates hesitantly in some rounds.	Rarely participates or needs encouragement
Pose Accuracy	Poses accurately to represent emotions.	Usually poses accurately to represent emotions.	Sometimes struggles to represent emotions.	Has difficulty representing emotions.
Response Time	Responds immediately when the music stops.	Responds quickly with minor delays.	Delays often when trying to freeze.	Struggles to freeze when the music stops.
Creativity	Uses varied and imaginative poses each round.	Uses a variety of poses most of the time.	Sometimes uses creative poses.	Rarely uses creativity in poses.
Focus	Remains fully focused and attentive throughout.	Generally focused with occasional distractions.	Occasionally distracted.	Frequently off-task and needs redirection.

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

Charades Activity: Expression Expedition

Objective What are we learning more about?

To enhance understanding of non-verbal communication and the power of facial expressions and body language through a game of charades. Students will learn to express scenarios without words, emphasizing exaggerated expressions.

Materials What do we need for activity?

- ✓ Scenario cards (prepared with different scenarios written on them)
- ✓ A hat or bag to hold the scenario cards
- ✓ Timer or stopwatch
- ✓ Open space in the classroom



Instructions How do we complete the activity?

- 1) **Prepare the Space:** Ensure there's an open room for students to act out scenarios without obstacles.
- 2) **Introduce the Game:** Explain that they will be acting out scenarios where they must act out a scenario without speaking or making noise. The goal is to use only their faces and bodies to communicate.
- 3) **Draw Scenarios:** Let each student draw a card from the hat that describes a scenario they must act out.
- 4) **Act it Out:** One by one, each student takes turns acting out the scenario in front of the class. The other students can guess what the scenario is.
- 5) **Observation:** After each student's turn, discuss briefly what expressions and movements were effective and why.
- 6) **Rotate Turns:** Continue until all students have had at least one turn to act out a scenario.

List

40 different scenarios that students can act out during the activity

Brushing your teeth	Flying a kite
Riding a rollercoaster	Planting a seed
Watching a sunset	Catching a butterfly
Eating a meal	Washing a dog
Playing a game	Jumping into a pool
Flying a model airplane	Digging a hole
Making a sandwich	Baking a cake
Blowing up a balloon	Chopping vegetables
Reading a book	Rowing a boat
Watering plants	Making a sandwich
Riding a horse	Playing the piano
Playing basketball	Going ice skating
Tying your shoes	Swimming with a rope
Catching a fish	Feeding a pet
Hiking up a mountain	Riding a bicycle
Sweeping the floor	Washing a car
Building with blocks	Blowing out birthday candles
Climbing a tree	Folding laundry
Flying a plane	Putting on a coat
Pouring a drink	Brushing your hair

Two Stars And A Wish

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

Write two **stars** and one **weakness** from one of your classmates' performances.

PERFORMANCE

Activity: Picture Tales

Objective What are we learning more about?

To teach students how visual aids can inspire storytelling and convey ideas by creating a story or scene based on a picture.

Materials What do we need for our activity?

- ✓ A selection of colorful and interesting pictures (e.g., animals, people, landscapes, everyday objects)
- ✓ Large sheets of paper
- ✓ Crayons, markers, or colored pencils
- ✓ Costumes or props for acting out



Instructions How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be working in groups to create a story or scene based on a picture they choose. Emphasize how pictures can spark ideas and help us learn about the world in different ways.
- 2) **Picture Selection:** Lay out the pictures on a table or on a board. Divide the students into small groups and ask each group to choose one picture that they find the most interesting.
- 3) **Story Creation:** Have each group sit together and discuss a story or scene they want to create based on their picture. Provide large sheets of paper and drawing materials for groups to draw their story and write a script about it together.
- 4) **Acting Out the Story:** Each group takes a turn sharing their picture and the story they created with the class. Encourage the groups to act out their story using any available costumes or props. Optional: Project the image behind their performance.
- 5) **Reflection:** After all groups have shared their stories, gather the students in a circle for a reflection discussion.

Picture Prompt

Picture example



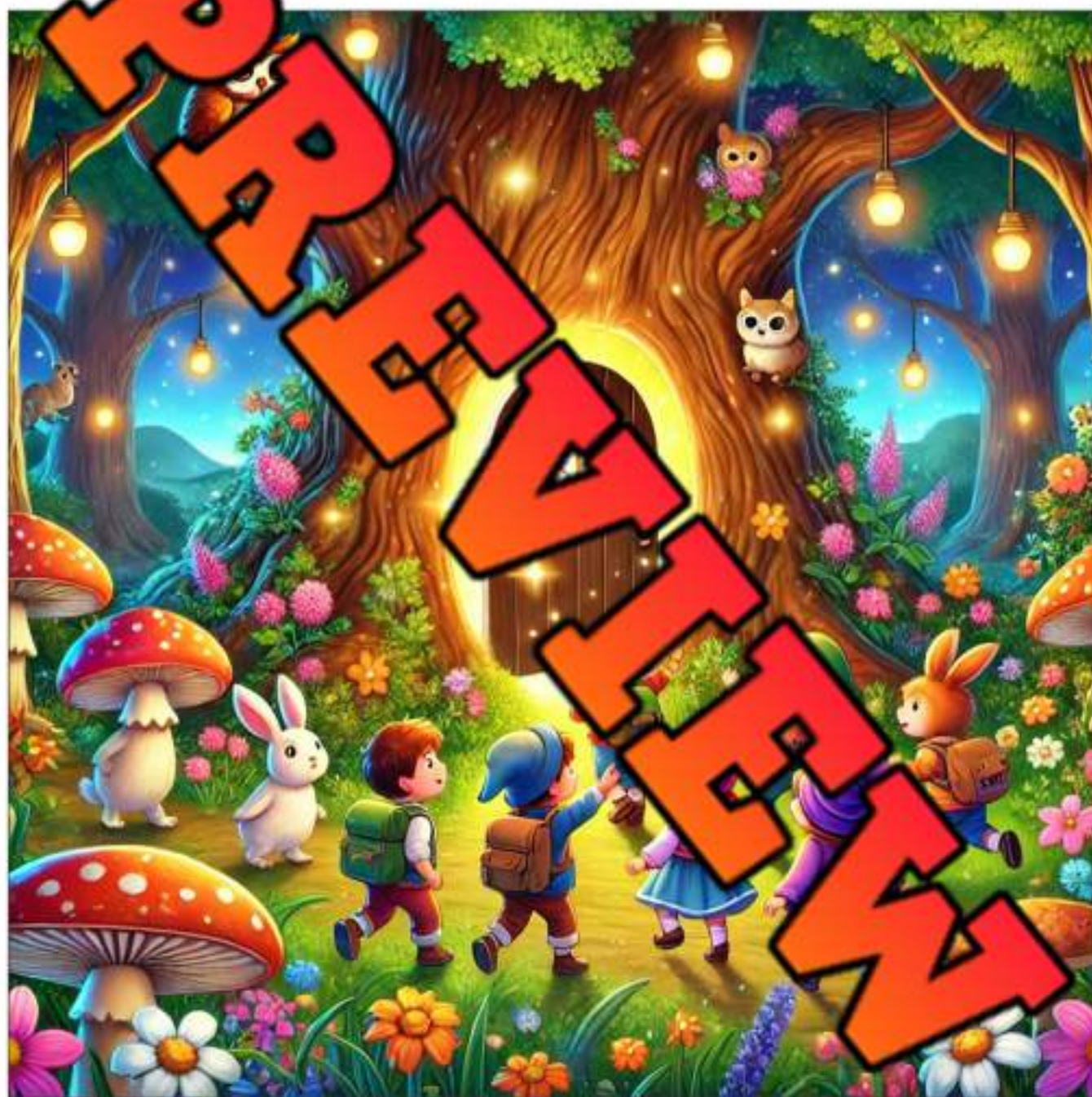
Picture Prompt

Picture example



Picture Prompt

Picture example



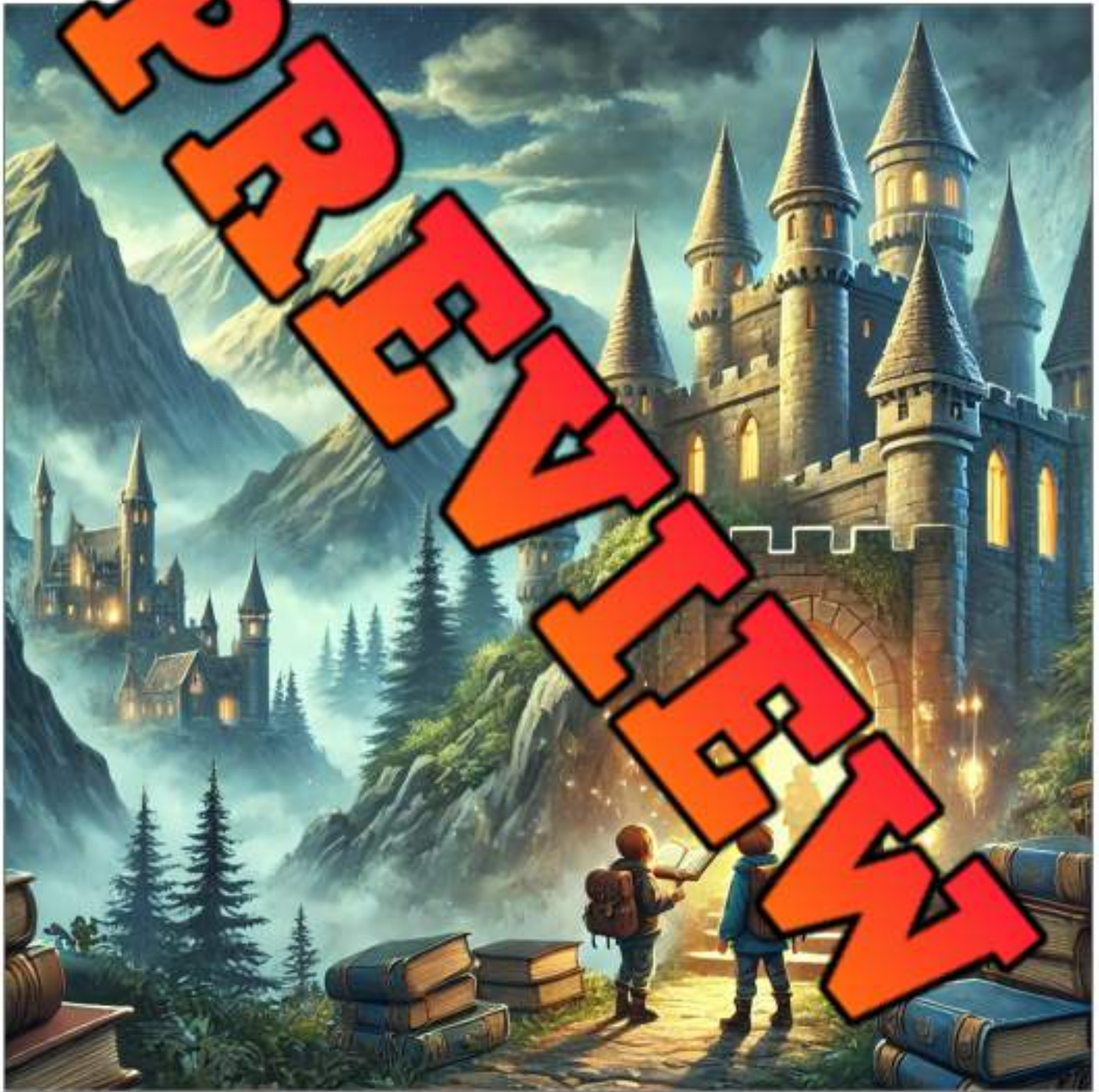
Picture Prompt

Picture example



Picture Prompt

Picture example



Planning

Answer the questions below.

1) List out the things you saw in the picture.

2) What do you think will be the impact of the new regulations on the industry?

3) Draw a picture of your story.

What do you think will happen?

Draw a picture of your story.

PERVALEZ

Story Planning

Fill in the organizer below to plan your story

Beginning**Middle****Ending**

PREVIEW

Group Reflection Chart

Discuss with your group and fill in the chart.

Category	Our Thoughts
Strengths	What we did well:
Challenges	What we found difficult:
Improvements	How we can do better next time:

Activity: TV Show Character Parade

Objective What are we learning more about?

To identify and describe their favourite TV show characters, including their main setting, and plot, while encouraging creative expression through drawing and writing.

Materials What do we need for our activity?

- ✓ Large sheets of drawing paper
- ✓ Crayons, coloured pencils, markers
- ✓ Pencils and erasers
- ✓ A chart template with columns for "TV Show," "Character Name," "Setting," "Story Line," and "Why I Like Them"



Instructions How do we complete the activity?

- 1) **Introduction:** Discuss what a TV show is and ask students to name their favourite character. Explain that they will create a chart and drawing their favourite character and writing a bit about it.
- 2) **Chart Template Creation:** Hand out the chart templates to each student. Go over each column in the template and explain what information goes into each one.
- 3) **Drawing and Writing:** Give students large sheets of drawing paper to draw their favourite TV show character. Then, have them fill out the chart template with the show's name, character's name, setting, its main story line, and why they like the character.
- 4) **Sharing:** Allow students to share their drawings and charts with the class, explaining why they like their chosen character.
- 5) **Display:** Create a "TV Show Character Parade" wall where all the drawings and charts can be displayed for everyone to see.

Planning

Answer the questions below.

1) What is your favourite TV show?

2) What is the main story of your favourite TV show?

3) Who is your favourite character in the show?

4) Why do you like this character? What makes them special to you?

5) What does your character look like? What clothes do they wear?

TV Show Character Chart

Fill out the chart below

TV Show Name	Character Name	Setting	Story	Why I Like Them
<div>Draw a picture of your favorite character from your TV show</div>				

PREVIEW

The Lion King Musical

The Lion King Musical: A New Way to Enjoy a Classic Story

From the movie to the stage, "The Lion King" tells the story of a lion cub named Simba who becomes king. It started as a cartoon movie and then became a musical on stage. This show changed it from a movie you watch on screen to a show you see live.



What Stayed the Same and What Changed?

In the musical, some things stayed the same as the movie:

- **Songs:** The musical still has fun songs like "Hakuna Matata."
- **Characters:** Simba, Nala, and Mufasa are still the main characters.

But some things are different to make the story work on stage:

- **Costumes and Puppets:** Actors wear amazing costumes and use puppets to look like animals.
- **Sets:** The stage has big pieces that look like the jungle.

Why It's Special?

The musical uses music and dance to tell the story in a new way. These make the show exciting and fun to watch. By seeing both the movie and the musical, students can learn how stories can be told in different ways.

True or False

Is the statement true or false?

1) Simba becomes the king of the jungle.	True	False
2) "The Lion King" started as a stage musical.	True	False
3) Actors had to look like animals.	True	False
4) The musical was based on the movie.	True	False
5) The musical version is live.	True	False

Drawing

Simba, the lion cub with his father and mother.

Word Search

Find the words in the word search.

Lion	Elephant
Forest	Story
Cub	Dance
King	Monkey
Stage	Animals
Movie	Song

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

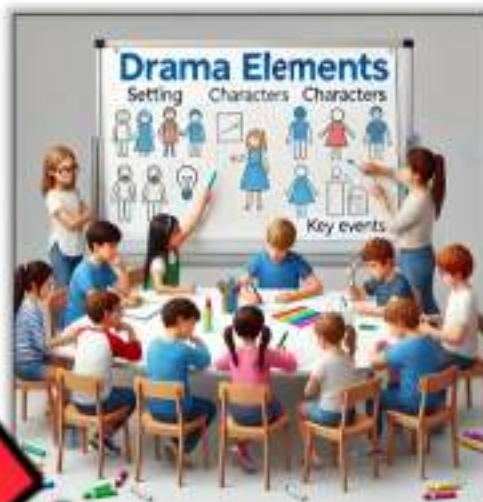
Activity: Story Elements In Different Media

Objective What are we learning more about?

Students will identify and compare key drama elements (characters, plot, setting) across different forms of media, such as TV shows, films, and plays. This activity aims to develop students' understanding of how these elements are presented and adapted in each medium.

Materials What do we need for our activity?

- ✓ Large chart paper or whiteboard
- ✓ Markers
- ✓ Sticky notes or index cards
- ✓ Tape or magnets (if using whiteboard)
- ✓ Pictures or brief descriptions of a TV show, a film, and a play (these can be popular children's shows and movies, or stories adapted for the classroom)



Instructions How do we complete the activity?

- 1) **Introduction:** Briefly discuss what media are and how they differ. Ask students if they know the differences between TV shows, films, and plays. Introduce the key drama elements: characters, plot, and setting.
- 2) **Media Comparison Chart Creation:** Draw a large chart with three columns labeled "TV Show," "Film," and "Play." Below each column, draw three rows for "Characters," "Plot," and "Setting."
- 3) **Activity:** Show or describe a popular TV show, film, and play. For example: TV Show: "Paw Patrol", Film: "Finding Nemo", Play: "Cinderella". Ask students to identify the main characters, plot, and setting for each example. Write these elements on sticky notes or index cards and place them on the chart. Encourage students to discuss similarities and differences across the media.
- 4) **Reflection:** After completing the chart, gather students to reflect on the presentation of drama elements in different media.

TV Show Character Chart

Fill out the chart below with your favourite show, movie, and play.

Play			
Movie			
TV Show			
	Characters	Setting	Plot

PREVIEW

Reflection

Answer the questions below.

1) Which media do you like the best – TV shows, movies, plays? Explain.

2) What is the difference between movies and television shows?

3) What is the difference between a play and a movie?

4) Draw a character from your favourite movie, play, and TV

TV Show	Movie	

The Role of Narrators in Noh Theatre

What is Noh Theatre?

Noh theatre is an old form of theatre from Japan. It has been around for many hundreds of years. Noh combines music, dance, and acting to tell stories. Performers wear beautiful costumes and masks.



Who Are the Narrators?

In Noh theatre, the narrators are called "jiutai." They help tell the story by speaking and singing. They explain what is happening on stage and share the characters' feelings. They do not wear masks, so the audience can see their faces.

Why Are Narrators Important?

The narrators play a very important role in Noh theatre. They help the audience understand the story and the emotions of the characters. Here are some key facts:

- **Narrators' Name:** Jiutai
- **What They Do:** Tell the story, share emotions
- **Unique Feature:** Narrators do not wear masks

Learning from Noh Theatre

Noh theatre shows us how different cultures use storytelling. The narrators help make the story clear and exciting. By learning about Noh theatre, students can see how important narrators are in helping the audience connect with the performance.

True or False

Is the statement true or false?

1) Noh theatre is from China.	True	False
2) Narrators in Noh theatre are called jiutai.	True	False
3) Jiutai perform on stage.	True	False
4) Noh is a traditional form of theatre.	True	False
5) Noh theatre performers wear colourful costumes.	True	False

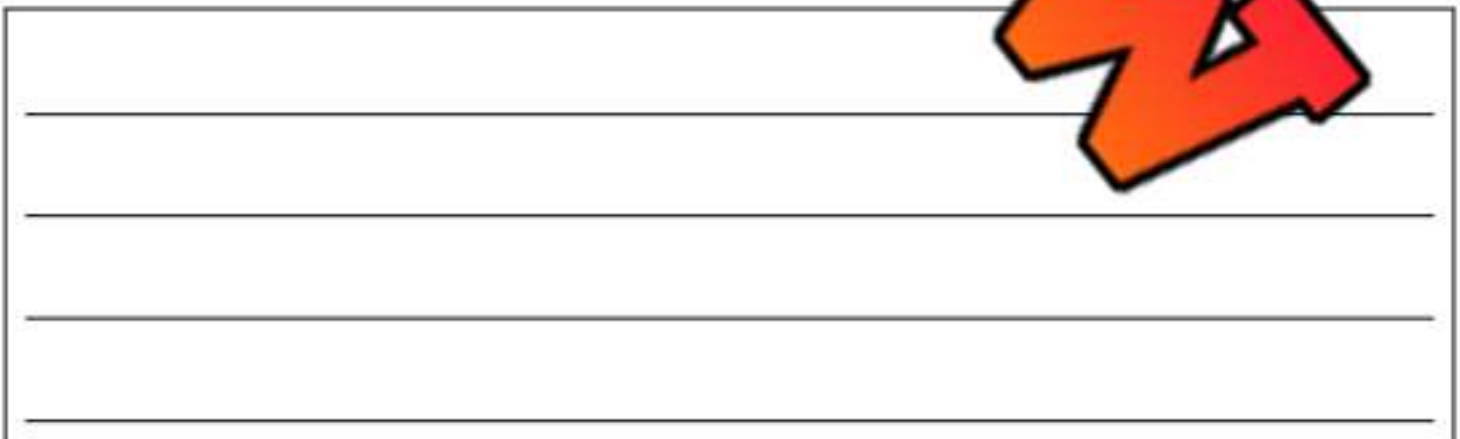
Drawing

Draw a picture of a Noh theatre performer in a costume.



Writing

Write three things narrators (jiutai) do in Noh theatre.



Chinese New Year Lion Dance

What is the Lion Dance?

The Lion Dance is a special performance during Chinese New Year. People dress up in big lion costumes and dance. A lion costume usually has two people inside: one at the head and one at the tail. They move together to make the lion look real and lively.



How is the Dance Performed?

The Lion Dance is performed with music. There are drums, cymbals, and gongs that play loud, exciting sounds. Dancers follow the beat and make the lion move like it's jumping, running, or even eating. Sometimes the lion even pretends to eat lettuce, which symbolizes bringing luck and wealth.

Why is it Important?

The Lion Dance is very important in Chinese culture. It is believed to bring good luck and scare away bad spirits. Here are some key facts:

- **Music Used:** Drums, cymbals, gongs
- **Costume:** Looks like a lion, with two dancers inside
- **Meaning:** Brings good luck, scares away evil spirits

Learning from the Dance

The Lion Dance is a way for people to remember and celebrate their culture. It shows the importance of tradition and how performances can keep history alive.

True or False

Is the statement true or false?

1) The Lion Dance is performed during Christmas.	True	False
2) The lion costume has three dancers inside.	True	False
3) The Lion Dance uses drums, cymbals, and gongs.	True	False
4) The Lion Dance brings good luck.	True	False
5) The Lion Dance is performed during Chinese New Year.	True	False

Word Scramble Pick the words from the word bank in the right order.

Word Bank		
DANCE	LETTUCE	FAITH
SAVE	DRUM	GOD
TEACH	CROSS	JUMP

PUMJ		
UCETTLE		
RUDM		

Drawing and Labeling

Draw the lion. Label the head and tail.

Activity: Cultural Drama Detectives

Objective What are we learning more about?

Students will identify key drama elements such as setting, plot, and costumes by watching drama performances from different cultures and using a checklist to note these elements.



Materials What do we need for our activity?

- ✓ Drama elements checklist for each student
- ✓ Pencils or pens
- ✓ Screen and projector or computer monitor for video playback
- ✓ Optional: Simple props to enhance the performances for a tactile learning experience
- ✓ Video clips of drama performances from different cultures (e.g., Japanese Noh theatre, African storytelling, Indian dance-drama)

Instructions How do we complete the activity?

- 1) **Introduction:** Introduce drama elements (character, plot, costumes) and explain how these can vary across cultures. Briefly describe the cultural backgrounds of the performances they'll watch.
- 2) **Watching the Drama Performances:** Play the drama videos, pausing occasionally to discuss and clarify elements. Repeat with second and third video from different cultures if time permits.
- 3) **Using the Drama Checklist:** Distribute the drama elements checklist. As students watch each performance, they check off observed elements. They also note specific costumes, unique settings, or character roles.
- 4) **Group Discussion:** After the videos, gather students to discuss their observations, comparing the elements seen in each cultural performance and noting similarities and differences.
- 5) **Reflection and Sharing:** Encourage students to share which performance they found most interesting and why.

Checklist

As you watch each drama performance, check "Yes" or "No" for each element. Write your observations in the "Notes" column.

Drama Element	Yes/No	Notes
Setting		
Plot		
Costumes		
Props		
Music/Sound		
Movement/Dance		
Emotions		
Special Effects		
Culture		

Walt Disney: The Creator of Magic

Who Was Walt Disney?

Walt Disney was a man who made many famous cartoon characters. He was born in 1901 and loved drawing from a young age. One of his most famous creations was Mickey Mouse, a fun and cheerful character that many people know and love.



What Did He Create?

Walt Disney did more than just create characters. He also made the first full-length animated movie, "Snow White and the Seven Dwarfs," in 1937. This movie was a big success and showed that cartoons could tell long stories, not just short ones.

Disneyland and More

Walt Disney wanted to create a place where families could have fun together. In 1955, he opened Disneyland, the first theme park of its kind. Here are some important facts:

- **Mickey Mouse:** Created in 1928
- **First Animated Movie:** "Snow White and the Seven Dwarfs" in 1937
- **Disneyland Opened:** 1955

Why He Is Important

Walt Disney showed that one person with a big idea can change the world. His work in animation and theme parks continues to bring joy to people everywhere. Students can learn from his creativity and determination.

True or False

Is the statement true or false?


1) Walt Disney loved drawing from a young age.	True	False
2) Walt Disney was born in 1951.	True	False
3) Disney created the first theme park ever.	True	False
4) Walt Disney created Mickey Mouse in 1928.	True	False
5) Walt Disney's first movie was "Cinderella."	True	False

Writing

Write a sentence about what you learned about Walt Disney.

Drawing

Draw Mickey Mouse and color.





Workbook Preview

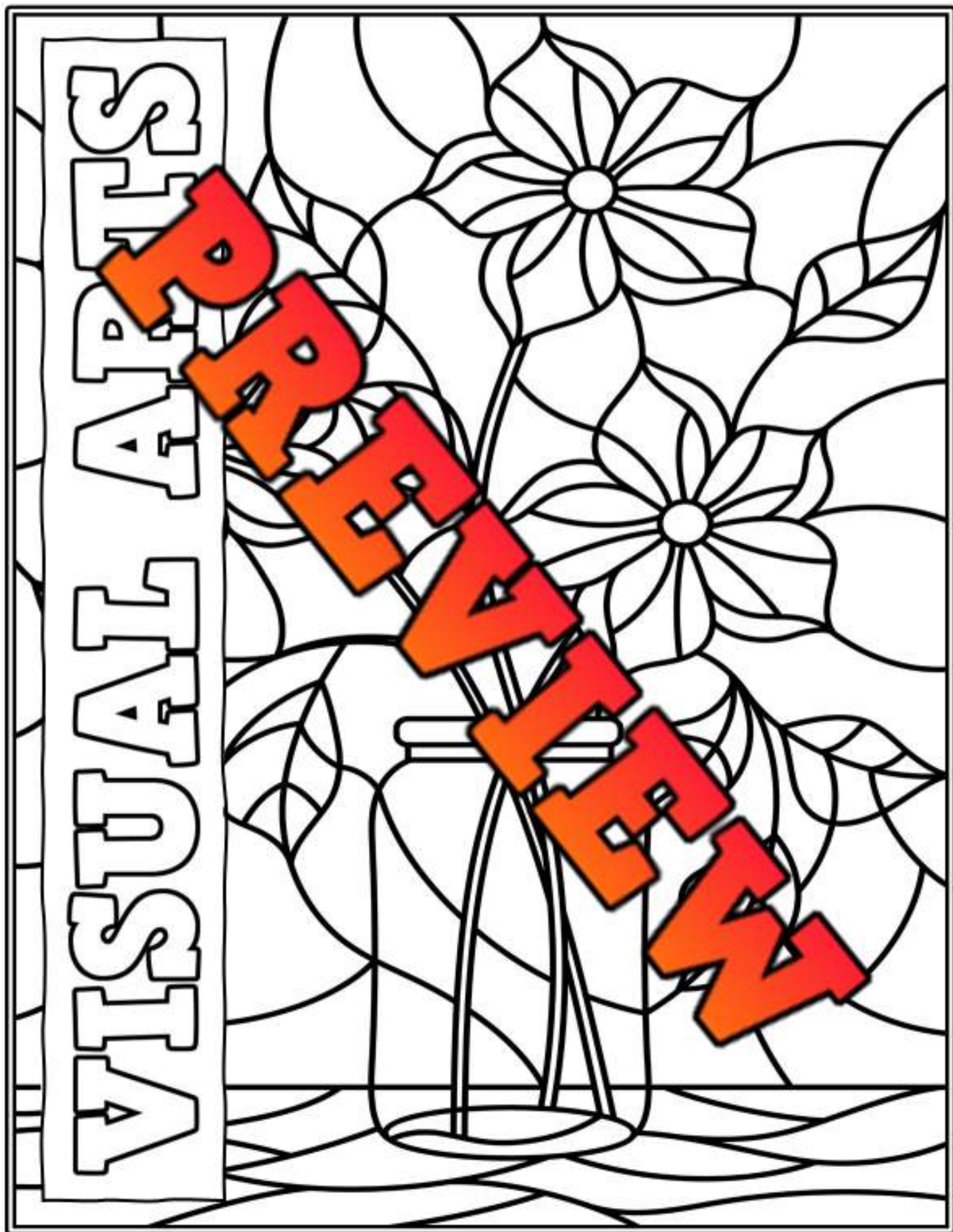


Grade 2 – The Arts Unit

Visual Arts

	Specific Expectations	Pages
D1.1	Create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature	65-80, 87-96, 107-111, 132-134
D1.2	Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic	6-27, 48-64, 97-104, 112, 121
D1.3	Identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences	47, 6, 31, 71
D1.4	Demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art	6-64, 45
D2.1	Identify and document their strengths, their interests, and areas for improvement as creators of art	6-72, 9, 65, 74
D2.2	communicate meaning or understanding in their own and others' art work	122-131, 156-171,
D2.3	Demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art	16-27
D2.4	Identify and document their strengths, their interests, and areas for improvement as creators of art	28-64, 81-86, 135-161, 172-174
D3.1	Identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences	65-80, 132-134
D3.2	Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places	87-131, 135-174

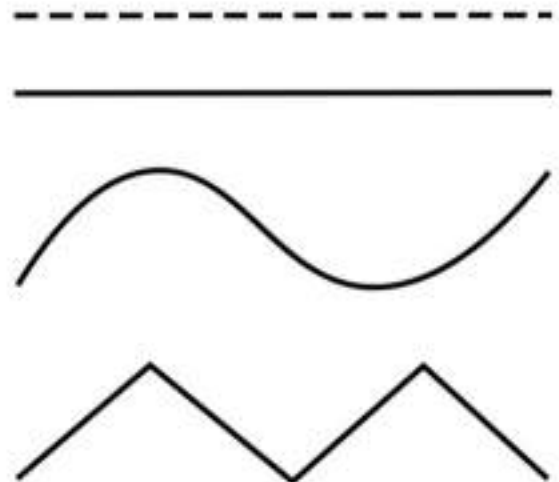
Preview of 16 activities
from this unit that
contains 32 activities in
total.



Understanding Lines In Art

What Are Lines

Lines go from one point to another. Artists, builders, and even nature use lines in different ways. Lines can be straight, curved, or thin. You see lines in roads, books, and even leaves.



Types of Lines

There are many kinds of lines. Each one is something special.

- **Straight Lines:** These go in one direction, like a ruler's edge.
- **Curved Lines:** These bend, like a rainbow or a wave.
- **Zigzag Lines:** These go up and down in sharp angles, like a lightning bolt.
- **Dotted Lines:** These are made of small dots, like a dotted line in a drawing.

Fun Facts About Lines

- 1) Every letter of the alphabet is made of lines.
- 2) Zebras' stripes are straight lines that help them hide from lions.
- 3) Nature has lines, like in spiderwebs and tree branches.

Lines are everywhere. They help us draw, write, and even understand the world.

Question

Answer the questions below.

1) What are lines and where can we find them?

2) Draw three lines as shown below.

Zigzag lines

Straight lines

Curved lines

Matching

Match each type of line with an example.

Zigzag lines ☐☐ RainbowCurved lines ☐☐ SpiderStraight lines ☐☐ Loose bolt**True or False**

Is the statement true or false?

1) All lines are straight and go in one direction.

True False

2) Dotted lines have spaces between the dots.

True

False

3) Lines are not important in the letters of the alphabet.

True

False

4) Spiderwebs are not made of lines.

True

False

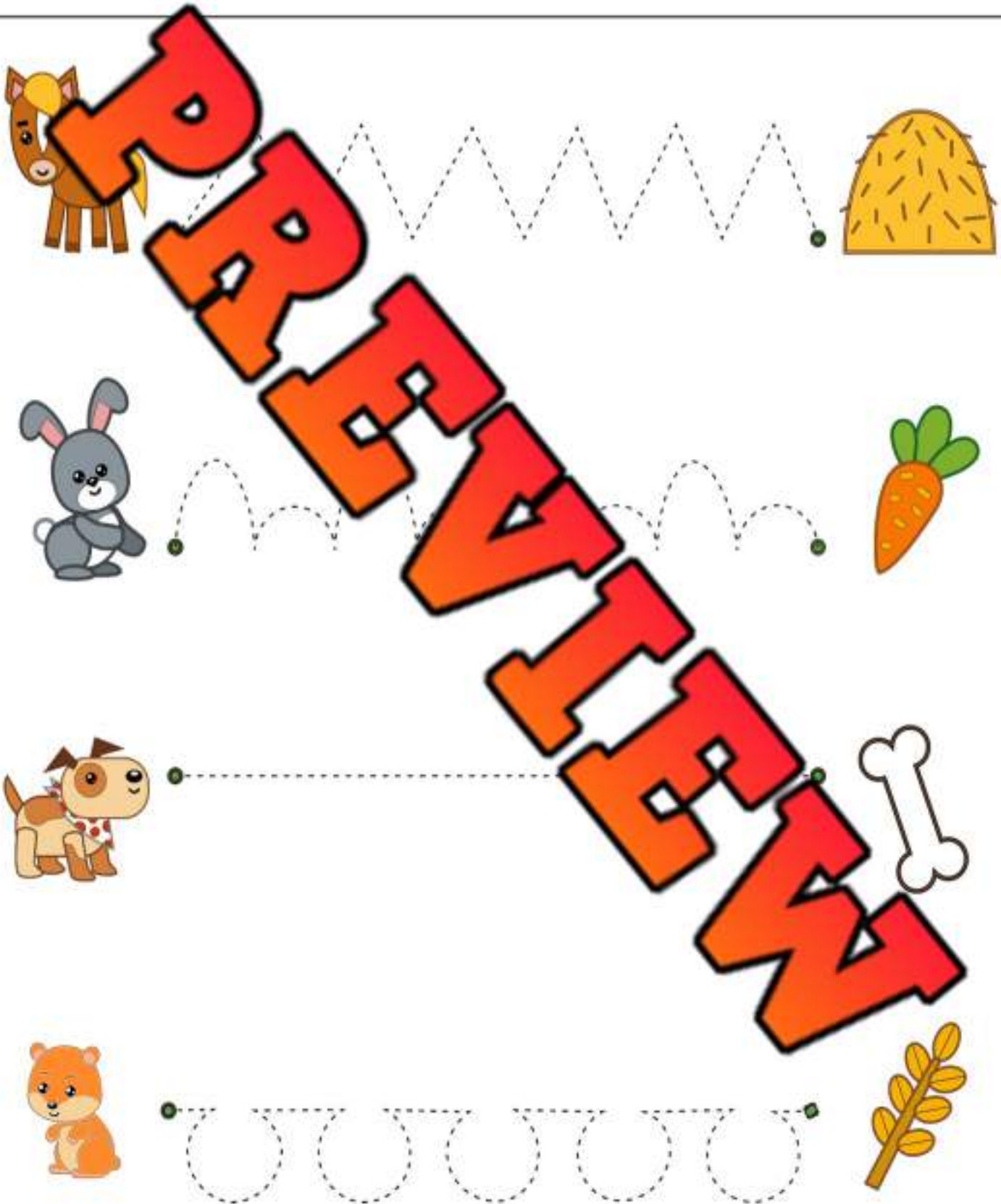
5) Zebras have lines that help them hide from lions.

True

False

Trace

Use your pencil to trace each dotted line. Follow the path to connect the animals to their food. Trace carefully and stay on the lines!



Activity: Line Pop-Out Hand Art

Objective

What are we learning about?

Students will learn how to create pop-out effects and patterns using straight and curved lines, while also expressing their creativity and understanding of rhythm and contrast in art.

Materials

What do we need for the activity

- White paper (one sheet per student)
- Pencil (one per student)
- Black markers or fine-line pens
- Coloured markers or crayons



Instructions

How you will complete the activity

1. Each student should place their hand on the white paper and trace around it with a pencil.
2. Starting outside the hand outline, students will draw horizontal lines across the page, stopping when they reach the hand outline.
3. Inside the hand outline, students will draw curved lines connecting the ends of the straight lines, following the shape of the hand. This creates a pop-out effect.
4. After completing the lines, students can use black markers to trace over all the pencil lines for a bolder look.
5. Add colour to the lines using markers or crayons. Encourage students to create a pattern by alternating colours or repeating a colour scheme.
6. Allow the artwork to dry (if using markers) and then display their creations in the classroom for everyone to see.

How-To-Guide

This guide will help you create a line pop-out hand art.

	Steps	Description
1	Trace	Place your hand flat on the paper. Carefully use a pencil to trace all around your fingers and palm to make a neat hand shape. Make sure the tracing is smooth.
2	Draw Straight Lines	From the edges of your paper, draw straight lines across. Stop drawing each line when you reach the outline of your hand. Leave the hand area empty for now.
3	Add Curved Lines	Inside each straight line, connect the ends of the straight lines with curved lines. Follow the shape of your hand to make the lines look natural.
4	Use a Black Marker	Carefully trace all the pencil lines with a black marker. Make sure to follow the lines so everything looks clean and bold.
5	Create a Pattern	Pick your favourite colours and decide on a pattern, like red, blue, yellow. Use the colours in regular order to create a design with the lines.
6	Colour Neatly	Use your markers or crayons to colour carefully between the lines. Try your best to stay inside the spaces. Do not smudge your colours.
7	Fill the Page	Keep drawing and colouring lines until your page is full of colours and designs. Don't leave any big empty spaces in your artwork.
8	Look for Pop-out Effect	When you finish your art, step back and look closely. Notice how the curved lines make your hand look like it's popping out from the paper!

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Drawing Straight Lines	Make neat, straight lines outside your hand using a ruler or freehand.
Drawing Curved Lines	Inside the hand outline, make smooth, curved lines that follow the hand shape.
Keeping Inside the Lines	Draw carefully so that you stay inside the lines and don't go outside.
Completing the Artwork	Finish the entire page with lines and colours so there are no empty spaces.

Example

An example of a line pop hand art.



Planning

Answer the questions below.

1) What colours do you want to use for your lines?

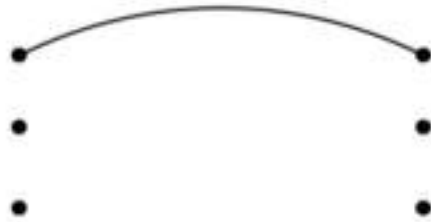
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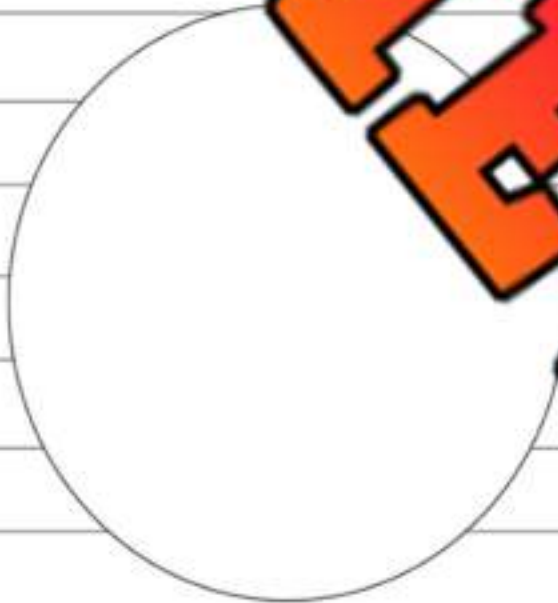
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2) Look at the examples of straight and curved lines. Use a pencil to connect the rest of the dots with straight or curved lines like the examples.



3) Connect the straight lines through the circle by drawing smooth, curved lines inside it. Make sure the curves follow the circle.



Name: _____

13

Curriculum Connection
D1.2, D1.3

Rough Copy

Create straight horizontal lines without going inside the hand trace





Peer Assessment

Assess the line pop-out hand art of another student.

Name Of Student Being Assessed:		Assessor's Name:		
_____		_____		
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Drawing Straight Lines				
Drawing Curved Lines				
Keeping Inside the Lines				
Completing the Artwork				

A Star And A Wish

Identify one strength (star) and one area for improvement (wish) about your peers' line pop-out hand art.

Write one strength and one area for improvement about the line pop-out hand art.	
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Drawing Straight Lines	Lines are messy and straight.	Some lines are straight, but many are uneven.	Most lines are straight and neat.	All lines are perfectly straight and neat.
Drawing Curved Lines	Lines do not match the hand.	Some lines match the hand but many are uneven.	Most lines match the hand and are smooth.	All lines are smooth and match the hand perfectly.
Keeping Inside the Lines	Colouring is messy and often outside the lines.	Colouring is a bit neat but often goes outside the lines.	Colouring is mostly neat, with only small mistakes.	Colouring is very neat and always stays inside the lines.
Completing the Artwork	Many spaces are left empty or not finished.	Some spaces are finished, but many are empty.	Most of the spaces are finished with only small empty spaces.	The whole page is finished with no empty spaces at all.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Understanding Mandala Art

What is Mandala Art?

Mandala is a kind of drawing that uses shapes and patterns. The word "mandala" means "circle" in an old language called **Sanskrit**.

Mandalas often have a circle in the **middle**, and shapes like **triangles**, **squares**, and **stars** spread out from it.



How Are Mandalas Made?

Artists make mandalas by drawing **over and over** in a design. They start in the **middle** and add more shapes to the outside. Each ring of shapes can be a different **colour** or **pattern**. Some mandalas are made with **paint**, **pencils**, or **sand**.

Fun Facts About Mandalas

- The oldest mandalas were found in **India** more than 2,000 years ago.
- In nature, you can see patterns in **snowflakes**, **acorn tops**, **flowers**, and **spiderwebs**.

Learning about mandalas helps us see the beauty of patterns all around us!



Questions

Answer the questions below.

1) How do artists make different colours in mandalas?

2) List 3 mandalas you can see in nature.



3) What does "Mandala" mean?

☐ Square☐ Flower☐ Circle☐ Shape**Circle**

Circle the correct answer.

1) Do mandalas have repeating patterns?

Yes

No

2) What does a mandala usually start with?

Centre

The edge

3) Are mandalas only made with paint?

Yes

No

4) Can mandalas use different shapes like triangles?

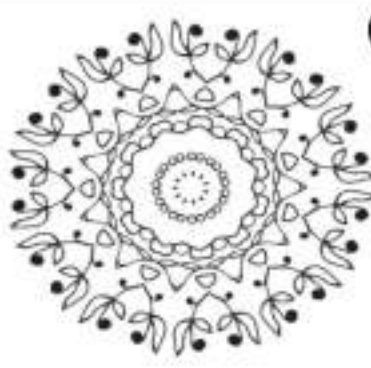
No

5) Mandalas are often inspired by

Nature

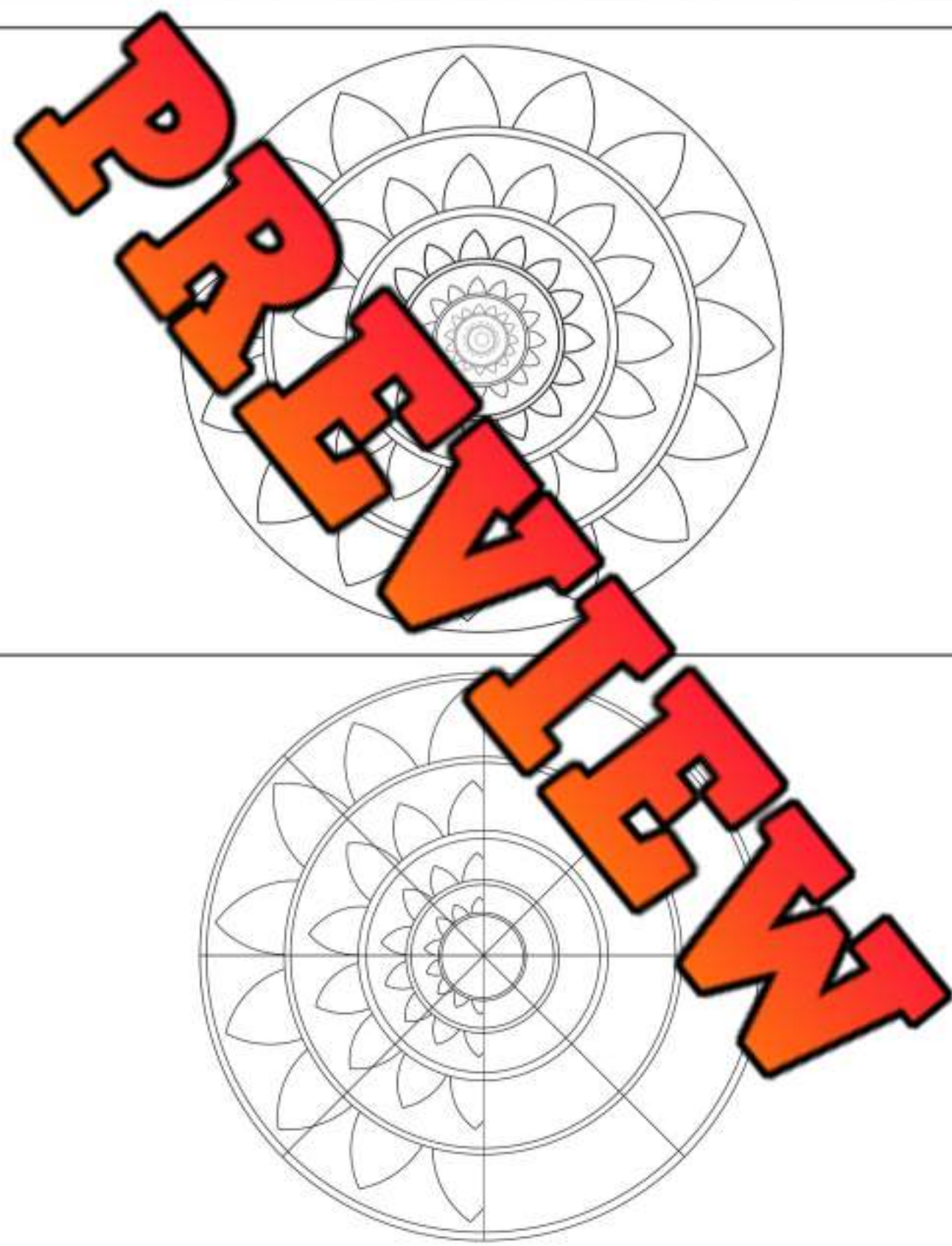
Identify

Identify the drawing(s) that best represent a mandala. Place a check mark (✓) in the provided circle.



**Colour & Draw
The Mandala**

Look at the mandala drawing provided. Colour it using different bright colours. Draw the mandala in the provided space below.



Activity: Sunflower Mandala Art

Objective What are we learning about?

Students will learn about symmetry and patterns by creating a colourful mandala using pre-printed petals on a circular base.

Materials What do we need for the activity?

- Pre-printed sunflower petal templates (two per student)
- Circular base cardstock or cardboard (one per student)
- Crayons, markers, or colored pencils
- Safety scissors & glue



Instructions How you will complete the activity

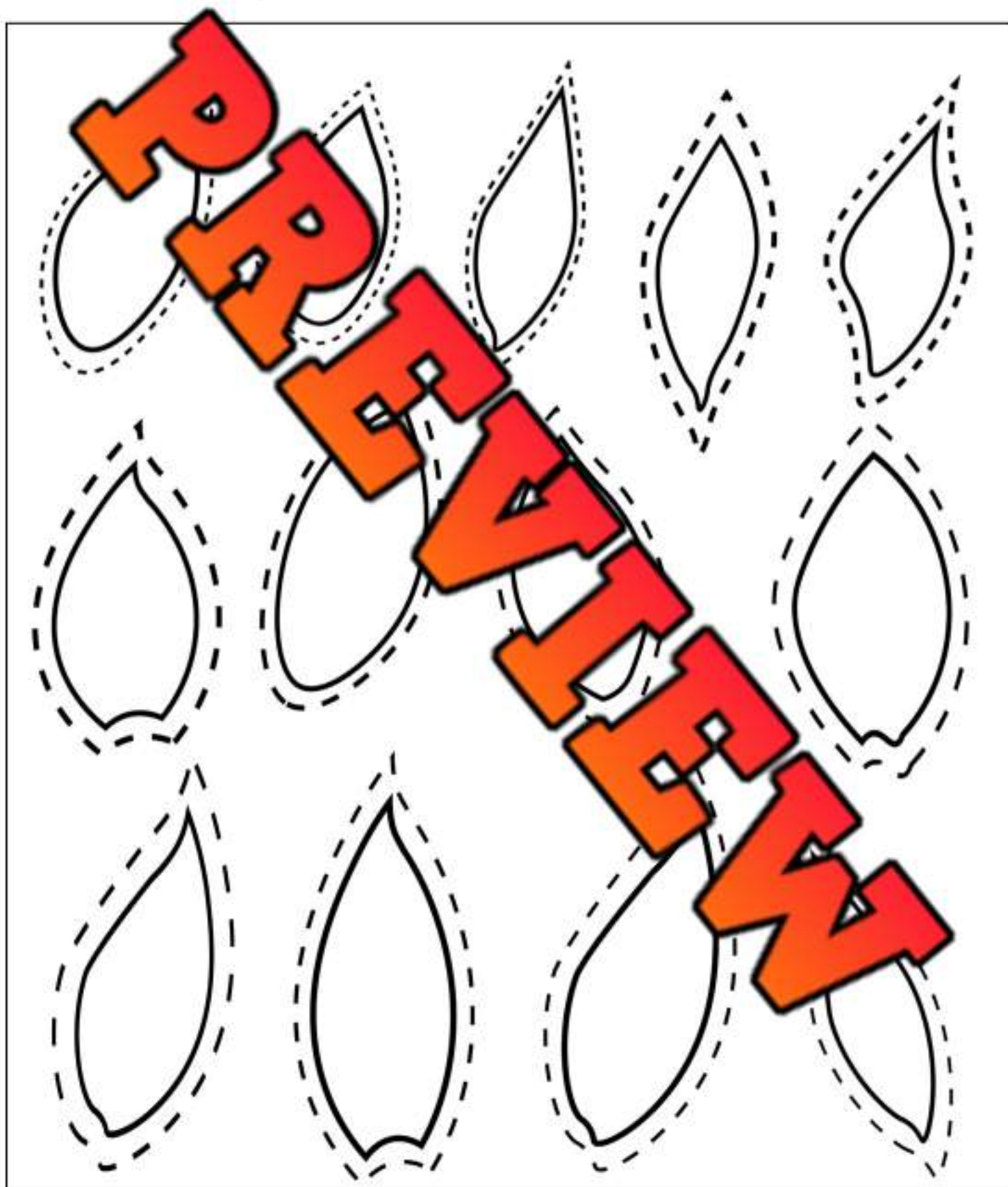
1. Begin by giving each student a sunflower petal template and a circle base cardstock.
2. Ask students to colour each petal using bright, fun colours like red, yellow, and blue. Encourage them to stay inside the lines.
3. Have students colour the smaller centre circle with different colours to make it stand out.
4. Once all pieces are coloured, instruct students to carefully cut out each petal and the centre circle. Emphasize cutting along the lines with safety scissors.
5. Explain how a mandala is a design with a symmetrical pattern. Demonstrate placing petals evenly around the circle to create balance.
6. Provide students with the large circle base. Ask them to arrange their petals around the edge of the base to plan their design before gluing.
7. Students will then glue their petals to the circle base, starting at the edge and working toward the middle. Encourage even spacing for balance.
8. After all petals are glued, students will glue the smaller centre circle on top, in the middle of the petals, to complete the sunflower design.

How-To-Guide The steps below will help you create the sunflower petals mandala.

	Steps	Description
1	Colouring the Petals	Colour each petal on the template using bright, fun colours like red, yellow, and blue. Make sure to colour neatly and stay within the lines for the best result.
2	Colouring the Centre Circle	Colour the smaller circle provided for the centre of the mandala. Use bright colours to decorate it, and make it stand out as the centerpiece of your mandala.
3	Cutting the Petals	Carefully cut out the smaller circle & each petal along the dotted lines. Use scissors safely and take your time to make smooth cuts. Your cutouts will look great on your mandala.
4	Planning Your Design	Lay your circular pieces on a board on the table and arrange your petals. Think about how to make the design look balanced and colourful before you start gluing.
5	Gluing the Petals	Begin gluing your petals to the circle base. Start at the outer edge and work your way inward, placing each petal evenly around the circle for a balanced look.
6	Using the Right Amount of Glue	Put a small dab of glue at the base of each petal. Press it gently onto the base, and avoid using too much glue to keep your work neat and clean.
7	Adding the Centre Circle	Once all the petals are glued, take the smaller circle and glue it on top of the petals in the center. Press it gently to secure it in place.
8	Checking for Balance	Look at your mandala to make sure the petals are spaced evenly. Adjust them if needed so your design looks symmetrical and fills the entire circle.

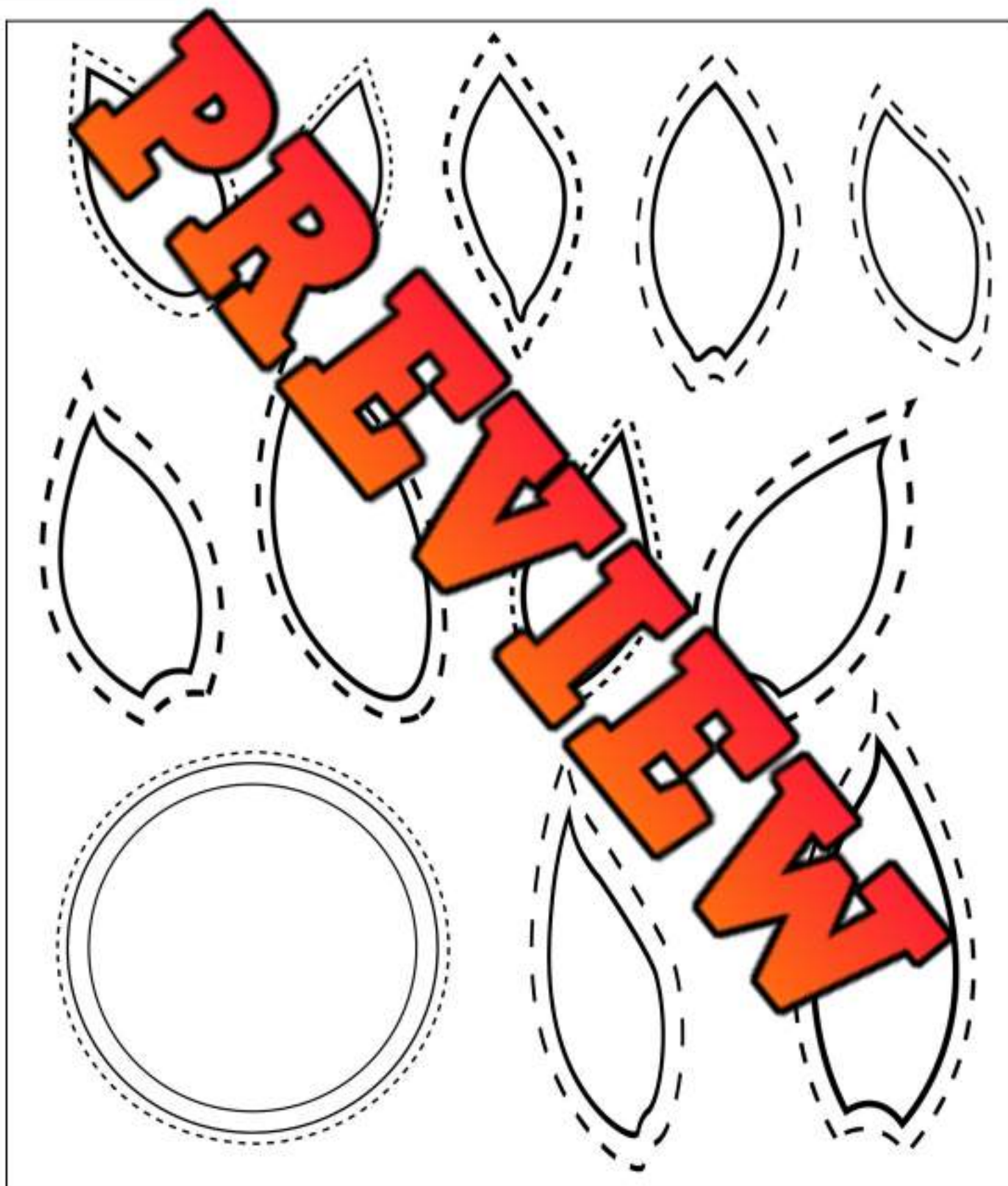
**Petals & Centre
Circle - 1**

You can cut out and use these sunflower petals and centre circle for your mandala.



**Petals & Centre
Circle - 2**

You can cut out and use these sunflower petals and centre circle for your mandala.



Criteria

Use the criteria below to complete the activity

Criteria	Description
Colouring	Use crayons, markers, or pencils to colour each petal carefully, staying inside the lines.
Using All Petals	Use bright and happy colours for your petals to make your mandala look exciting and cheerful.
Creating Symmetry	Colour the petals evenly around the circle so both sides look the same, like a mirror.
Using All Petals	Make sure you use all the petals you coloured to fill the circle completely.

Example

An example of a sunflower mandala art



Planning


Answer the questions below.

1) How will you make your mandala look similar all around?

2) What will you use in the middle of your mandala?

☐ Fruits☐ Smaller circle☐ Glue stick☐ Scissors☐ Other :

3) What colours will you use for the petals?

☐ Red ☐ Orange ☐ Yellow ☐ Green ☐ Other :

4) Colour the petals on the snowflake using different bright colours.



Name: _____

25

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

Rough Copy

Draw a pencil sketch of your sunflower mandala art.

PERVALEZ

**Peer
Feedback**

After exchanging your sunflower mandala art with your partner, answer these questions with 'yes' or 'no' and share what you think.

1) Your Name			
2) Partner's Name			
3) Did your partner use the right colours on the petals?	Yes	No	
4) Are the petals coloured neatly?	Yes	No	
5) Are the petals arranged around the circle?	Yes	No	
6) Is the mandala symmetrical and the same on both sides?	Yes	No	
7) Did your partner finish all parts of the project?	Yes	No	
8) What is your favourite part of your partner's sunflower mandala?	 		
9) What could your partner do to make their mandala better?	 		
10) How do the colours in your partner's mandala make you feel?	 		
11) How would you rate your partner's sunflower mandala?			
<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Okay	<input type="checkbox"/> Poor

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Colours No	colours le lines; ks sy.	Some petals are neat; few mistakes.	Most petals are neat; minor mistakes.	All petals are neat; no mistakes.
Using Bright Colours	Some bright colours, petals. s dull.	Some bright colours, s dull.	Most petals have bright colours.	All petals have bright colours.
Creating Symmetry	Petals une no symmetr	Some place	Most petals are even; looks balanced.	All petals are even; perfect symmetry.
Using All Petals	Few petals used; circle incomplete.	Some petals missing; look empty.	Most petals used; nearly complete.	All petals used; circle complete.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Mother's Day Flower Gift Art

Objective

What are we learning about?

Students will create flower gift art using pre-drawn stems and clouds folded into petals. They will have the option to add their own drawn stems and petals to personalize the bouquet. This activity teaches children love and appreciation for their mother.

Materials

What you need for the activity

- A worksheet with pre-drawn flower stems, leaves, and a hand outline
- Pre-drawn cloud shapes
- Pencils, scissors, glue, markers, crayons
- Safety scissors & glue sticks



Instructions

How you will complete the activity

1. Provide each student with a worksheet featuring pre-drawn flower stems, leaves, and a hand outline. Ensure the leaves and stems are large enough to colour.
2. Give students a sheet with pre-drawn cloud shapes. Instruct them to colour them with their favourite colours then they should cut out the clouds to create petals for the pre-drawn stems.
3. Show students how to fold each cloud shape in half to create heart-shaped petals.
4. Students will glue the folded petals onto the top of each pre-drawn flower stem to form flowers.
5. Encourage students to colour the hand, leaves, and stems with markers, crayons or markers.
6. If students want to add an extra flower, they can draw an additional stem and leaves on the worksheet. Provide guidance if needed.
7. Have students cut out more clouds to create additional petals for their self-drawn flower. Instruct them to glue the extra petals onto their added stem.
8. Encourage students to write a special message to their mom somewhere on the page, such as "Happy Mother's Day" or "I Love You, Mom."

How-To-Guide

The steps below will help you create Mother's day flower gift art.

	Steps	Description
1	Colour the Hand Outline	Use crayons or markers to colour the flower stems, leaves, and hand outline on the worksheet. Make sure to use bright colours that you like to make it look cheerful and pretty.
2	Cut Out the Cloud Shapes	Cut out the paper with pre-drawn cloud shapes. Carefully cut along the lines. Try to make smooth and neat cuts so your petals look nice for the flowers.
3	Fold the Petals	Take each cloud shape and fold it carefully in half right down the middle. Press the fold down firmly to make the heart-shaped petals flat and ready to glue onto the flowers.
4	Glue the Petals To Stems	Put glue on the back of each petal and attach it to the top of each flower stem. Press it gently so the petal stays in place without coming off.
5	Add a New Flower Stem	If you want more flowers, draw a new flower stem and leaves on the worksheet. Make sure the new stem matches the size of the other one and fits on the page.
6	Make Petals for New Stem	Cut out extra cloud shapes for the new flower. Fold them into heart shapes, just like before. Then glue them onto the top of the new stem you have drawn.
7	Colour the Details	Add colour to the hand, leaves, and any other details on your worksheet. Use crayons or markers to make the bouquet extra bright and special for your Mother's Day gift.
8	Write a Special Message	Think of a kind and loving message for your mom. Write it neatly on the hand outline, such as "Happy Mother's Day" or "I Love You, Mom." Add decorations if you'd like.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Folding Clouds Into Petals	Fold each cloud shape in two places evenly to create heart-shaped petals.
Coloring and Drawing	Draw additional flower stems and leaves on the worksheet if you want more.
Making Petals From New Shapes	Use other shapes to fold clouds to create extra petals for your added stems.
Choosing Colors Carefully	Choose bright and favourite colours for the petals to make the flowers vibrant.
Writing A Special Message	Write a special message for your mom on the hand outline to complete the gift.

Example

An example of the finished flower gift art.



Planning

Answer the questions below.

1) Who are you making these flowers for, and why?

2) What colours do you want to use for the petals of your flowers?

☐

Pink

☐

Blue

☐

Yellow

☐

Green

Other :

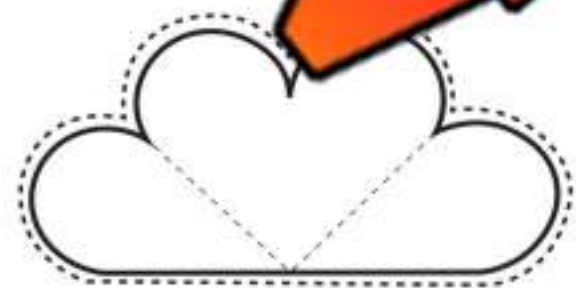
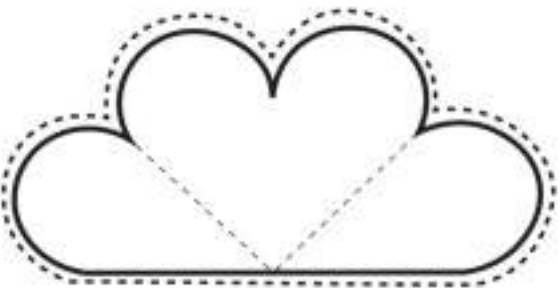
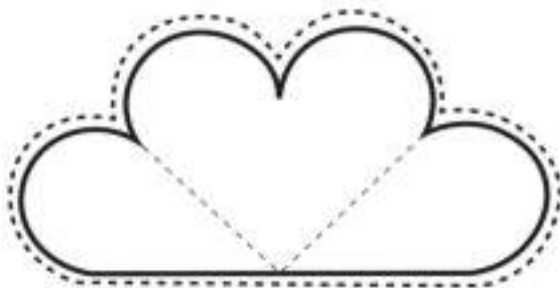
3) How many extra petals do you want to add for the flowers?

4) Write the message you want to write next to your flowers?

5) Write the extra detail you want to add to your Mother's Day flowers.

**Colour & Cut Out**

Colour the cloud shapes using bright colours or markers, carefully cut them out along the dashed lines and glue them onto the flower stems.



Name: _____

32

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

Rough Copy

Draw your Mother's Day flowers with fun details, like big leaves or extra petals.

PREVIEW

Name: _____

33

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

Pre-Drawn Flower Stems,
Leaves, & A Hand

Colour and glue your petals, then write a nice message
to your mom for your Mother's Day flower art.



Self-Assessment

Cut out the self-assessment questions below.

Name: _____

Circle the box of your choice.

1) Did I fold the clouds into heart-shaped petals properly?	✓	✗
2) Did I write a thoughtful message for my mom?	✓	✗
3) Did I finish the activity without rushing or skipping steps?	✓	✗
4) Do I feel proud of how my Mother's day flowers?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the clouds into heart-shaped petals properly?	✓	✗
2) Did I write a thoughtful message for my mom?	✓	✗
3) Did I finish the activity without rushing or skipping steps?	✓	✗
4) Do I feel proud of how my Mother's day flowers?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the clouds into heart-shaped petals properly?	✓	✗
2) Did I write a thoughtful message for my mom?	✓	✗
3) Did I finish the activity without rushing or skipping steps?	✓	✗
4) Do I feel proud of how my Mother's day flowers?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the clouds into heart-shaped petals properly?	✓	✗
2) Did I write a thoughtful message for my mom?	✓	✗
3) Did I finish the activity without rushing or skipping steps?	✓	✗
4) Do I feel proud of how my Mother's day flowers?	✓	✗

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Folding Clovers	No petals are not folded evenly.	Some petals are folded neatly.	Most petals are folded neatly.	All petals are folded evenly.
Creating New Flower Stems	No new stems are drawn.	A simple new stem is drawn.	A new stem with leaves is added.	Multiple new stems are drawn.
Making Petals For New Stems	No new petals are made.	Some new petals are made.	Most new petals are made neatly.	All new petals are made neatly.
Choosing Colours Thoughtfully	Colours are not used.	Some colours are used.	Bright colours are used well.	Many bright, creative colours used.
Writing A Special Message	No message is written.	A short message is added.	A nice message is added.	A thoughtful, personal message.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Understanding Tertiary Colours

What Are Tertiary Colours?

Tertiary colours are special colours made by mixing a primary colour with a secondary colour. Primary colours are **red**, **blue**, and **yellow**. The secondary colours are **green**, **orange**, and **purple**. When you mix one primary colour and one secondary colour, you get a tertiary colour. Some examples are **red-orange**, **blue-green**, and **yellow-green**.



How Do You Make Tertiary Colours?

Here's how the tertiary colours are made:

- **Red-Orange** is made by mixing red with orange.
- **Yellow-Green** is made by mixing yellow with green.
- **Blue-Purple** is made by mixing blue with purple.

These colours are between the primary and secondary colours on the color wheel.

Where Can We See Tertiary colours?

Tertiary colours are everywhere! You can see them in **nature**, like in **sunsets** (red-orange) or **leaves** (yellow-green). Artists use these colours in paintings to make their art look real.

Question

Answer the questions below.

1) What are tertiary colours?

2) Colour each of the following correct colour for its group.

Primary Colours

Secondary Colours

Tertiary colours

Fill In The Blank

Fill in the blank with the correct answer.

- 1) Red-orange is made by mixing _____ and _____.
- 2) Tertiary colours are made by mixing _____ and _____ colours.
- 3) When you mix red and purple, you get the colour _____.
- 4) Primary colours are red, blue, and _____.
- 5) Secondary colours are _____, _____, and _____.

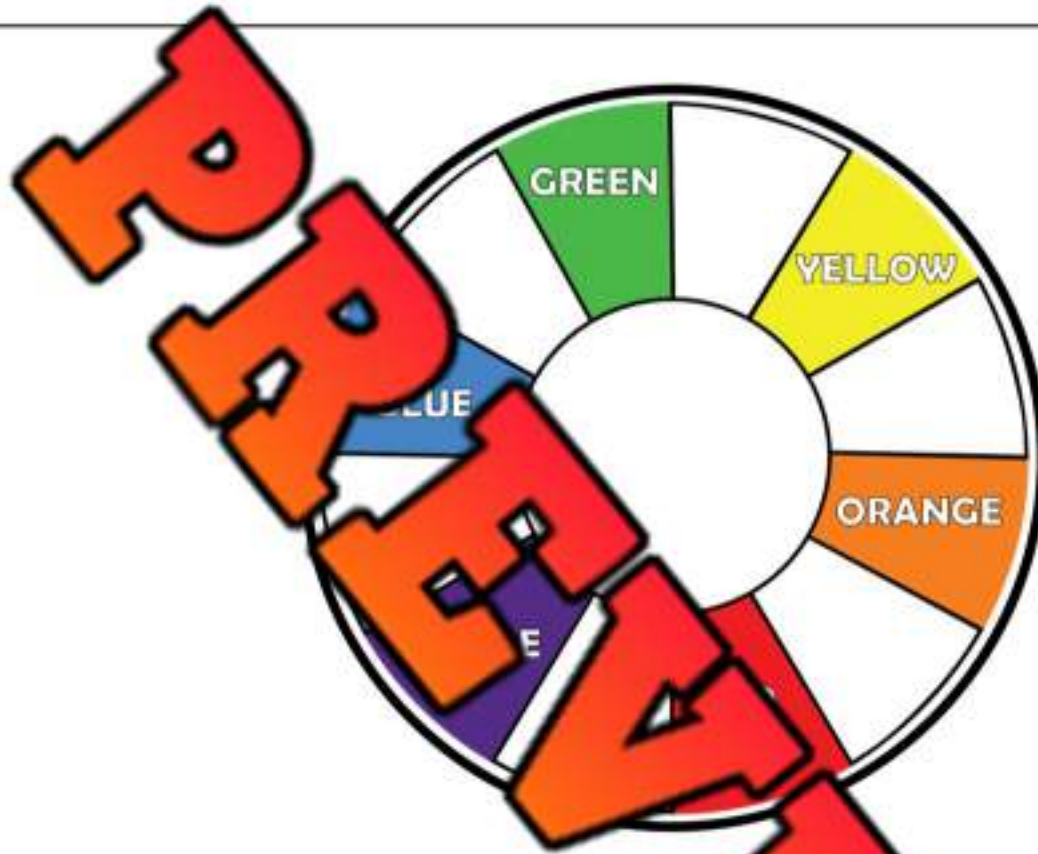
True or False

Is the statement true or false?

- | | | |
|--|---|---|
| 1) Tertiary colours are made by mixing two secondary colours together. | T | F |
| 2) Red, blue, and yellow are examples of secondary colours. | T | F |
| 3) Red-orange is a primary colour found on the colour wheel. | T | F |
| 4) You can see red-orange in nature, like in sunsets. | T | F |
| 5) Red-orange is a tertiary colour made by mixing red and orange. | T | F |

**Colour The
Colour Wheel**

Colour the empty spaces on the wheel with tertiary colours. Mix the primary and secondary colours next to each space using crayons.

**Colouring
Exercise**

Colour the spaces with six tertiary colours. Mix primary and secondary colours. Use pencil crayons.

Red-Orange	Yellow-Orange	Yellow-Green	Blue-Green	Blue-Purple	Red-Purple

Reference

Refer to the colours below to identify primary and secondary colours.

Primary Colours			Secondary Colours		
Blue	Yellow	Red	Green	Orange	Purple

Activity: Monster With Tertiary Colours

Objective

What are we learning about?

Students will create their own unique paper monster by cutting, colouring, and assembling pre-drawn templates for eyes, noses, mouths, head, or horns. They will learn to create tertiary colours by layering primary and secondary colours and use these to colour their monster before assembling the final design.

Materials

What will you need for the activity?

- Monster body base (outline of a monster)
- Pre-drawn templates for eyes, noses, mouths, teeth, horns, hair, etc.
- Crayons or markers in primary and secondary colours
- Glue sticks & scissors



Instructions

How you will complete the activity

1. Give each student a monster body base and a set of pre-drawn monster feature templates. Explain that they will cut out, color, and glue the features to build their own monster.
2. Show students how to create tertiary colours by layering primary and secondary colours (e.g., yellow over blue to create greenish-yellow, or red over blue for reddish-orange).
3. Instruct students to colour their monster's body base and all the feature pieces with their custom tertiary colours. Encourage blending and creative use of the colors.
4. Once all parts are coloured, students will carefully cut out the features (e.g., eyes, nose, mouth, horns, hair, or teeth).
5. Encourage students to arrange the features on their monster body base before gluing them down to decide on their final design.
6. After finalizing their design, students will glue the features onto the monster body base. They can mix and match features to create unique and imaginative monsters.
7. Display the finished monsters in the classroom and have a class discussion about the different colour blends and creative designs used.

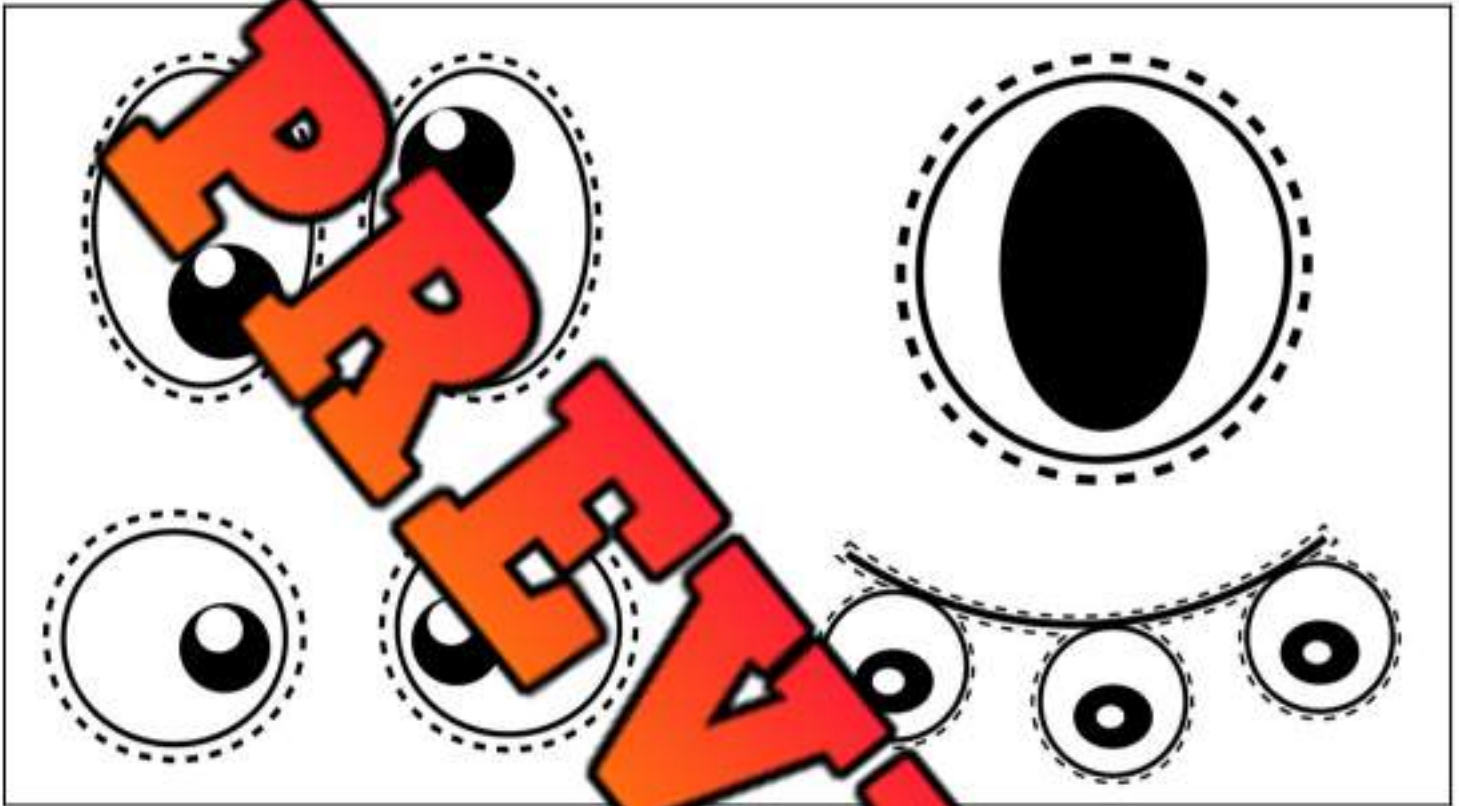
How-To-Guide

The steps below will help you create a monster with tertiary colours

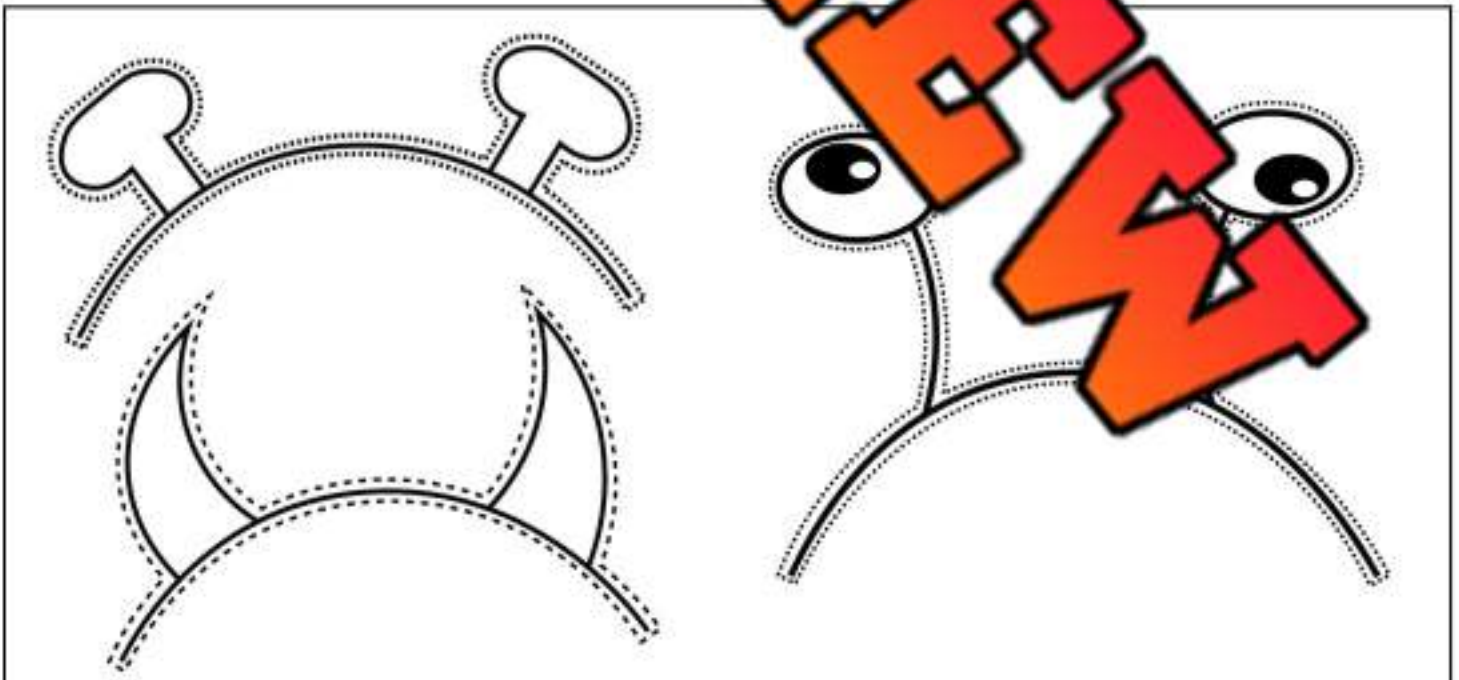
Steps	Description
1	Start with your monster body base. Look at the outline carefully and think about how you want to colour and decorate your monster.
2	Pick Your Colours Choose your crayons or markers. Use primary colours (red, blue, yellow) and secondary colours (orange, green, purple) to colour your monster's body.
3	Make Tertiary Colours Make tertiary colours by colouring one colour over another. For example, mix yellow and blue to make greenish-yellow or red on orange for red-orange.
4	Colour The Monster colour your monster's body. Fill in all the white spaces and use bright, bold colours to make your monster look special.
5	Choose Features Look at the pre-drawn eyes, mouth, and other features. Pick the ones you think will make your monster look fun, scary, or silly.
6	Cut Out Features Carefully cut out the monster features. Use scissors safely and try to cut along the lines.
7	Arrange The Features Arrange the eyes, nose, mouth, and other parts on your monster body. Try different placements to see what looks best.
8	Glue The Features When you are happy with how the features look, glue them to your monster. Press gently so everything sticks well.
9	Add Fun Details Add extra details like hair, nose, or ear. Use the extra shapes provided to make your monster unique and creative.
10	Show Your Monster Show your finished monster to your classmates. Talk about the colours and features you used to make it special.

**Select Your
Monster's Eyes**

Pick the eyes you like best for your monster. Cut them out carefully, try them on, colour and glue them in the perfect spot!

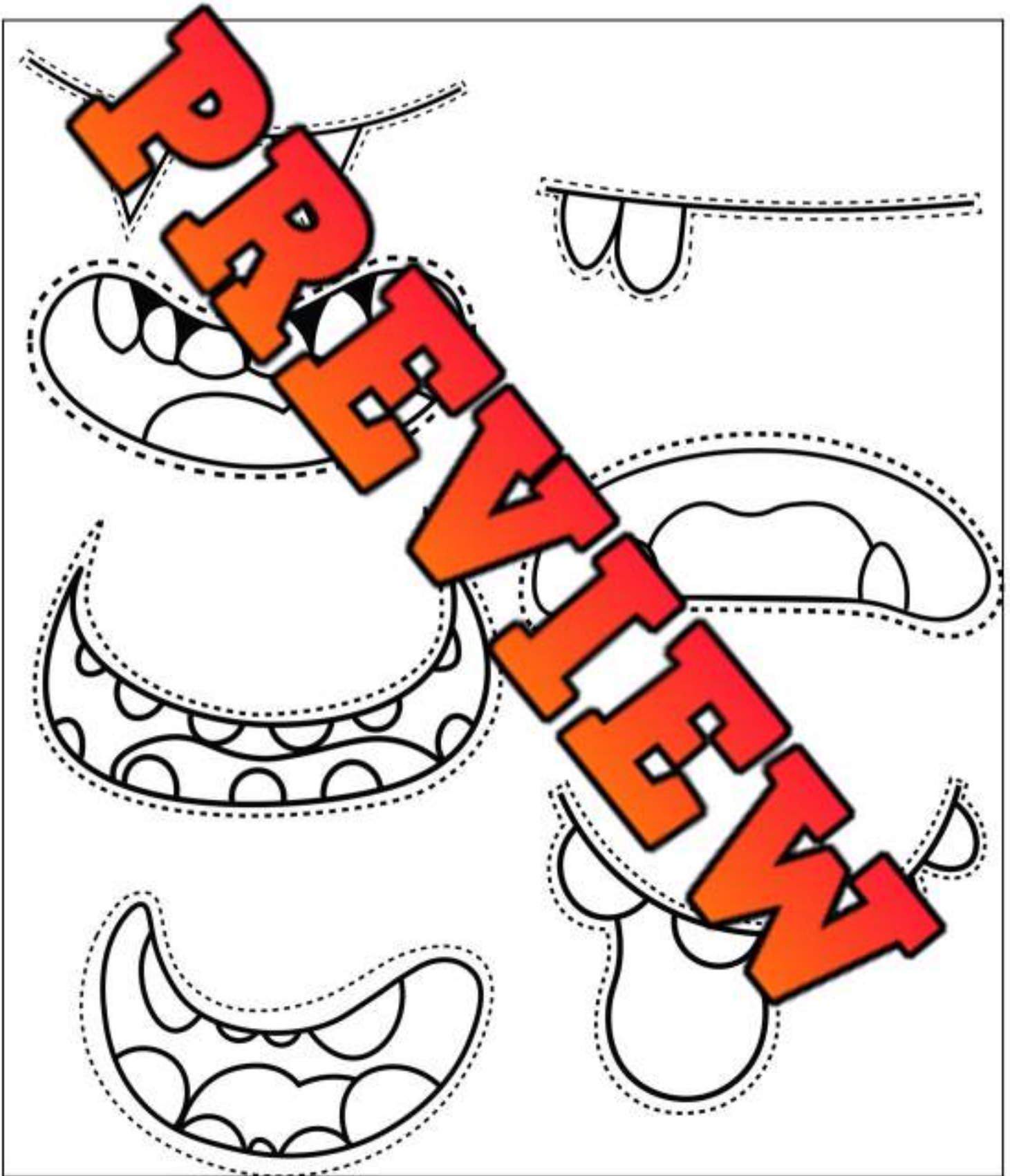
**Select Your
Monster's Head**

Pick the head you like best for your monster. Cut them out carefully, try them on, colour and glue them in the perfect spot!



**Select Your
Monster's Mouth**

Pick the mouth you like best for your monster. Cut it out carefully, try it on, colour and glue it in the perfect spot!



Criteria

Use the criteria below to complete the activity.

Criteria	Description
Making New Colours	Layer primary and secondary colours to create unique tertiary colours for your monster.
Colouring Completely	Make sure every part of the monster and its features are coloured, with no white spaces left.
Choosing Features	Choose the eyes, mouth, and other parts that you like best to make your monster look special.
Using Imagination	Think of creative ideas for your monster and make it as unique as possible with colours and features.

Example

An example of a monster with tertiary colours.



Planning

Answer the questions below.

1) What name will you give your monster?

2) What colour will you use for your monster's body?



Blue-Green



Red-Orange



Blue-Purple



Other :

3) Write down the features your monster will have.



4) How do you want your monster to look?



Funny



Scary



Silly



Cute



5) Colour the monster using only tertiary colours and two colours, like yellow and green, or red and orange, to make new colours!



Name: _____

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

Monster Body

Colour and glue your monsters body parts here.





Peer Assessment

Assess the monster with tertiary colours of another student.

Name Of Student Being Assessed:		Assessor's Name:		
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Making New Colours				
Colouring Completely				
Choosing Features				
Using Imagination				

A Star And A Wish

Identify one strength (star) and one area for improvement (wish) about your peers' monster with tertiary colours.

Write one strength and one area for improvement on your peer's monster.	
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Making Colours	Did not mix colours to make new colours.	Tried mixing but made few new colours.	Mixed colours to make some tertiary colours.	Mixed colours to make many unique colours.
Colouring Completely	Coloured some parts but left large white areas.	Coloured most parts with small white spaces.	Coloured everything fully, no white spaces.	
Choosing Features	Picked and glued features but without thought.	Picked and glued features neatly.	Picked and glued features creatively.	
Using Imagination	Added no creative details.	Added some creative ideas.	Added many creative ideas and unique details.	

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Exploring Handprint Art

What Is Handprint Art?

Handprint art is when we use our hands to make pictures and designs. You can use your hand in paint and press it onto a surface to make a print. Artists can turn these handprints into animals, flowers, or even people by adding details like eyes, wings, or hats.



Why Is Handprint Art Special?

Handprint art is special because no two handprints are the same. Your handprint shows your **size**, and even the lines on your hand are **different** from everyone else's. It's like leaving your own **special** signature.



What Can You Do With Handprints?

With handprints, you can create many different things. You can make a tree by adding branches with your fingers, or a person by adding a face and legs. You can also make a hand-like scale. The ideas are endless.

Handprint art has been used for **thousands of years**. Cave paintings in Spain and Indonesia have handprints that are over **30,000 years old**! Many cultures use handprints in their celebrations.

Questions

Answer the questions below.

1) Why are handprints like special stamps?

2) List three things you can draw using your handprints.

**Fill In The Blank**

Write the correct answer.

1) Handprint art is special because it uses _____ and lines.

2) Adding _____ makes a handprint look like an animal.

3) You can create trees with handprints by adding _____ with your fingers.

4) Artists can turn handprints into different things like _____.

5) Cave paintings with handprints have been found in _____ and Indonesia.

Circle

Circle the correct answer.

1) Can handprints be turned into flowers?

2) How old are the cave paintings with handprints?

30,000 years

3) Are all handprints the same?

Yes

No

4) What do handprints show about a person?

Size

Age

5) Can handprints be turned into animals?

Yes

No

Activity: Handprint Animal Creations

Objective

What are we learning about?

Students will learn about animal characteristics and creativity by using their handprints as the foundation to design and decorate an animal, such as a duck, dog, or owl.

Materials

What you will need for the activity

- White or coloured construction paper (1 sheet per student)
- Washable paint (various colours)
- Paintbrushes (1 per student)
- Black markers or crayons
- Additional crayons or coloured pencils
- Paper towels or tissues
- Small containers of water for rinsing brushes



Instructions

How you will complete the activity

1. Each student picks an animal to create, such as a cat, dog, or owl.
2. Paint the palm and fingers of one hand with washable paint in a colour that matches their chosen animal.
3. Press the painted hand onto a sheet of paper to create a handprint. The fingers will be the animal's ears, feathers, legs, or other features.
4. Once the paint is dry, use a black marker or crayon to draw features on the handprint, such as eyes, a nose, whiskers, or feathers.
5. Add extra details with crayons or coloured pencils, like a tail, wings, or background elements like grass or a tree.
6. Clean hands and workspace once the activity is complete.
7. Display the finished handprint animals in the classroom for everyone to see.

How-To-Guide

The steps below will help you create a handprint animal art.

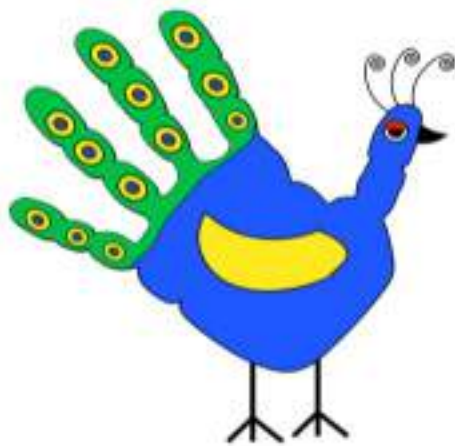
Steps		Description
1	Pick Your Animal	Choose an animal you want to create, like a duck, dog, or owl. Think about its colours, features, and special details.
2	Choose Your Paint Colour	Choose a paint colour that matches your animal, like brown for a dog or grey for an owl. Make sure to have enough paint ready.
3	Paint Your Hand	Use a paintbrush to evenly cover your entire hand with paint. Be careful not to use too much paint, so it doesn't drip.
4	Make The Handprint	Press your painted hand gently onto the paper. Do not move your hand while it is down. Let the handprint dry completely before the next step.
5	Add Animal Features	Once the paint is dry, use a black marker to draw the animal's eyes, nose, mouth, and other features. Make sure each feature is neat and clear.
6	Add Creative Details	Use crayons or coloured pencils to add more details, like tails, wings, or a background. Think about what makes your animal special and add those features.
7	Check Your Work	Look at your handprint animal to see if it has everything it needs. Make sure it looks neat and finished before showing it to your teacher or friends.
8	Clean Up	Wash your hands with soap and water to remove any leftover paint. Rinse brushes and clean your workspace to keep it tidy.

Handprint Animals

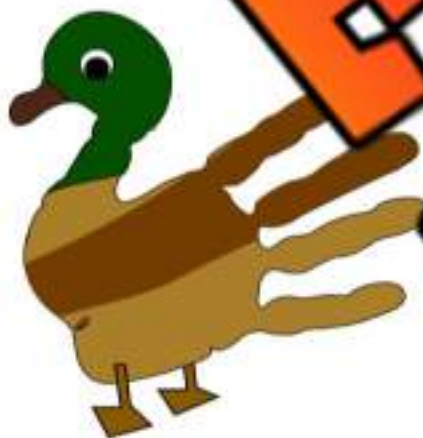
Here are different animals you can draw from your handprint



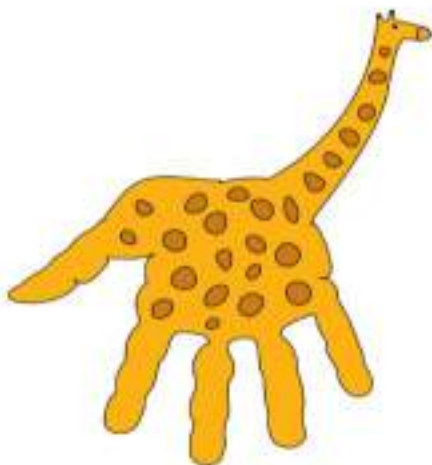
A Chicken



A Peacock



A Duck



A Giraffe



A Monkey

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Making the Print	Use enough paint to cover your whole hand evenly. Press your hand gently on the paper without moving it to make a clear print.
Choosing Matching Colours	Choose colours that match your animal, like brown for a dog or grey for an owl.
Adding Details	Add eyes, ears, whiskers, or feathers carefully so they look like your animal.
Using Imagination	Make your animal unique by adding special features, like a unicorn or wings.

Example

An example of a handprint drawing of an elephant.



Planning

Answer the questions below.

1) What animal do you want to make with your handprint?

2) What paint and will you use for the animal's head?

3) What materials would you use to make your animal special?

4) What colour will you use for your hand for your animal?

☐ Red☐ Yellow☐ Green

5) Use the handprint outline below and draw a turkey. Add feathers, eyes, a beak, and legs to make it look like a turkey.



Name: _____

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Curriculum Connection
D1.1, D1.3, D3.2

Rough Copy

Draw the animal you choose using pencil and crayons.

PERVALEZ

Peer Assessment

Mark your classmate using the checklist below.

My Name	Who I Am Assessing	
Description		Stars (1: Worst, 5: Best)
Making a Neat Handprint	Did the student make a clear and neat handprint without smudges or missed strokes?	☆☆☆☆☆
Choosing Matching Colours	Did the student choose colours that match the animal they were creating?	☆☆☆☆☆
Adding Clear Features	Did the student add all the important features like ears, and whiskers, neatly and clearly?	☆☆☆☆☆
Using Imagination	Did the student add creative and unique details to make their animal special?	☆☆☆☆☆

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

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

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Making a Handprint	The handprint is messy or unclear.	Some of the handprint is neat, but parts are smudged.	The handprint is mostly clear and neat.	The handprint is clear, neat, and detailed.
Choosing Matching Colours	Some colours do not match the animal.	Some colours match the animal, but not all.	The colours mostly match the animal.	The colours match the animal perfectly.
Adding Clear Features	Features are missing or not clear.	Some features are added, but not all.	Most features are clear and detailed.	All features are clear, detailed, and creative.
Using Imagination	The animal looks plain with no special details.	The animal has a few creative details.	The animal looks creative with fun details.	The animal is very creative with unique details.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Understanding Pop Art

What Is Pop Art?

Pop Art is a type of art that uses **bright colours** and pictures of everyday things, like **food, toys,** and **cartoons**. It was created 70 years ago and was created to show that art can be fun and come from things we see every day.



Why Do People Like Pop Art?

Pop Art is special because it looks like things from **daily life**. Artists make Pop Art **colourful** and **bold** so it catches your eye. Pop Art usually has fun words like "**POW!**", "**WOW!**", "**BOOM!**", or "**LOVE!**" that make it exciting and playful.

Examples of Pop Art

Here are some things you might see in Pop Art:

- Pictures of famous people, like **actors**.
- Paintings of **food**, like **soup cans** and **hamburgers**.
- Art that looks like a **comic book**, with speech bubbles.



Pop Art is a fun way to learn about how art can be everywhere.

True or False

Is the statement true or false?

1) Pop Art uses only paintings of animals.	True	False
2) Pop Art does not use any bright colours.	True	False
3) Comics are sometimes used in Pop Art.	True	False
4) Pop Art started around 10 years ago.	True	False
5) Pop Art is made of shapes and patterns.	True	False

Word Scramble

Unscramble the words from the word bank.

Word Bank		
Colours	Cartoon	Fun
Comic	Famous	Pop Art

OOLSRUC		
NOOTRAC		
OPP RAT		

Identify

Identify the drawing(s) that best represent Pop Art and place a checkmark (✓) in the provided circle.



Colour

Colour the Pop Art texts with fun and exciting colours.



Activity: Pop Art Name Explosion Collage

Objective

What are we learning about?

Students will create Pop Art by designing a colourful and creative collage featuring their names. They will explore how bold shapes, patterns, and colours can make the art stand out.

Materials

What do we need for the activity?

- White construction paper or cardstock (1 per student)
- Coloured construction paper (various colors)
- Markers or crayons
- Safety scissors & glue sticks



Instructions

How you will complete the activity

1. Give each student a sheet of white construction paper to use as their base.
2. Ask students to write their name in large, bold block letters on a piece of coloured construction paper using a pen or marker.
3. Instruct students to cut out their name carefully and set it aside for later.
4. Have students choose coloured construction paper and cut out various shapes like triangles, circles, squares, and zigzags on them. They can colour their shapes if the coloured paper is unavailable.
5. Instruct them to outline each shape with a bold, dark marker to make the shapes stand out.
6. Ask students to cut out the shapes carefully and begin stacking them on top of each other, creating a layered effect.
7. Once the stacked shapes are complete, have students glue the entire stack onto the white base paper.
8. Finally, ask students to glue their cut-out name on top of the layered shapes, making their name the centerpiece of the artwork.
9. Let the artwork dry completely and display it in the classroom to create a vibrant Pop Art gallery.

How-To-Guide

The steps below will help you create a pop art name explosion collage.

	Steps	Description
1	Write Your Name	Write your name in big bubble or block letters on coloured or plain paper. Make your letters wide enough to stand out.
2	Colour Your Name	If using plain paper, colour your name with bright crayons or markers. Make sure to fill the letters completely to make them bold, colourful, and vibrant.
3	Cut Out Your Name	Carefully cut out your name along the edges of the letters. Try to stay on the lines while cutting.
4	Draw Fun Shapes	Use a sheet of plain paper to draw fun shapes like circles, triangles, and zigzags. Make sure your shapes are large enough to be seen from one another.
5	Colour and Outline Shapes	If using plain paper, colour your shapes with bright crayons or markers. Then, outline the shapes with a dark marker or crayon to make them bold and eye-catching.
6	Cut Out the Shapes	Carefully cut out all your shapes along the lines. Make sure your shapes are neat, clean, and easy to handle.
7	Layer Your Shapes	Begin stacking your shapes by placing one on top of another. Arrange them to create a dynamic explosion effect that radiates outward from the centre.
8	Attach To Base Paper	Glue your layered shapes onto a white piece of paper. Arrange them creatively so that they fill the page and look exciting.
9	Add Your Name	Glue your colourful name on top of the layered shapes. Place it in the centre so your name becomes the main focus.
10	Let It Dry	Let your collage dry completely. Once it's dry, share it with your teacher or classmates and display it proudly!

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Drawing Big Letters	Write your name in big, bubble, or block letters so it stands out on your collage.
Making Shapes	Cut out different shapes like circles, triangles, and zigzags for your collage.
Outlining Shapes Boldly	Use a thick marker or crayon to make thick outlines around the shapes.
Layering Shapes	Stack the shapes on top of each other to make a fun and colorful collage.

Example

An example of a pop art explosion collage.



Planning

Answer the questions below.

1) What is your name?

2) Write down the shapes you will use for your collage.



3) What colour will you use to colour your name?



Red



Orange



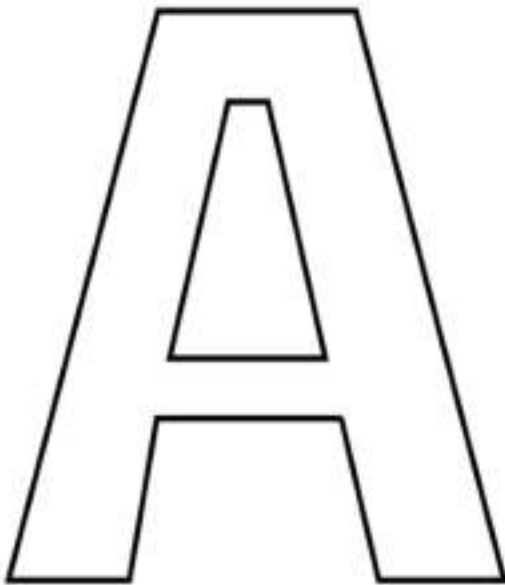
Yellow



Green



4) Draw the letter A in big letters in the picture below. Then, colour it with your favourite bright colour.



Name: _____

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Curriculum Connection
D1.2, D1.3, D3.2

Rough Copy

Draw the different shapes you plan to add to your pop art name explosion collage below.

PERVALEZ

**Peer
Feedback**

Look at your partner's pop art name explosion collage carefully. Use the checklist below to give them feedback.

1) Your Partner's Name: _____**2) Shapes:**

- ☐ Did they use a variety of shapes (like circles, triangles, or zigzags)?
- ☐ Are the shapes easy to see?

3) Layering:

- ☐ Did they layer the shapes neatly?
- ☐ Does the layering create a fun, exciting "explosion" effect?

4) Colouring:

- ☐ Did they use bright colours to make the name and shapes stand out?
- ☐ Are the colours chosen to match the Pop Art style?

5) Name Design:

- ☐ Is the name big and bold enough to be the main focus?
- ☐ Is the name glued neatly on top of the shapes?

6) Something I liked about your pop art name explosion collage:

7) Something you could change:

Your Signature: _____ Date: _____

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Drawing	Name is too small or messy.	Name is somewhat big but uneven.	Name is big and mostly neat.	Name is very big and drawn neatly.
Making Unique Shapes	Shapes are not unique.	Some shapes are cut but look similar.	Different shapes are cut neatly.	Many neat and unique shapes.
Outlining Shapes Boldly	Shapes are not outlined or very faint.	Shapes are outlined but not bold.	Most shapes outlined bold and neat.	All shapes outlined bold and clear.
Layering Shapes	Shapes are not layered or messy.	Shapes are stacked but uneven.	Shapes are layered neatly with overlap.	Shapes layered creatively and neatly.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Memory Game – Primary & Secondary Coloured Items

Objective What are we learning about?

Students will identify primary and secondary colours by labeling each item with its colour. This activity helps students develop an understanding of colour classification and how primary and secondary colours are connected.

Materials What is needed for the activity

- Set of Memory Game cards (provided)
- A small table or clear area on the floor



Instructions How you will complete the activity

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

Cards

Memory Game Cards

Secondary Colour

Primary Colour

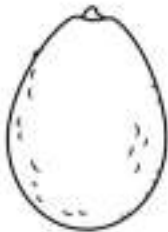
Secondary Colour

Secondary Colour

Primary Colour



Banana



Avocado



Orange



Tomato

Cards

Memory Game Cards



Secondary Colour

E



Sun

Primary Colour



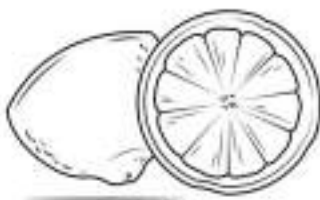
Ocean

Primary Colour



Pumpkin

Secondary Colour



Lemon

Primary Colour

Cards

Memory Game Cards



Secondary Colour



Blueberries

Primary Colour



Pineapple

Primary Colour



Grape

Secondary Colour



Mango

Secondary Colour

Name: _____

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Curriculum Connection
D1.1.032

**Quiz
Check-In**

This quiz will assess students' understanding of the concepts covered in the memory game activity.

Name: _____

Mark

Draw an example of one primary and one secondary-coloured items.

Name: _____

Mark

Draw an example of one primary and one secondary-coloured items.

Name: _____

Mark

Draw an example of one primary and one secondary-coloured items.

Understanding Still Life

What Is Still Life?

Still life is a type of art where artists draw or paint objects that do **not move**. These objects can be things like **fruits, flowers, cups,** or **bottles**. Artists can **change** the objects to make them look interesting. The objects in a still life are often placed on a surface.



Why Do Artists Create Still Life?

Artists like to create still life to practice **drawing and painting**. It helps them learn how to make objects look **real** by adding details like **color, and shape**.

What Objects Are Common in Still Life?

Here are some things you might see in still life:

- Fruits like **apples, bananas, or grapes**
- **Flowers** in a vase
- Everyday objects like **books or toys**



Still life has been around for a long time. Artists started making still life paintings over **400 years** ago! Some of the most famous still life paintings were created by artists like **Vincent van Gogh** and **Paul Cézanne**.

Questions

Answer the questions below.

1) What does still life art show?

2) Still life shows objects that are?

☐ Moving☐ Not moving**Word Scramble**

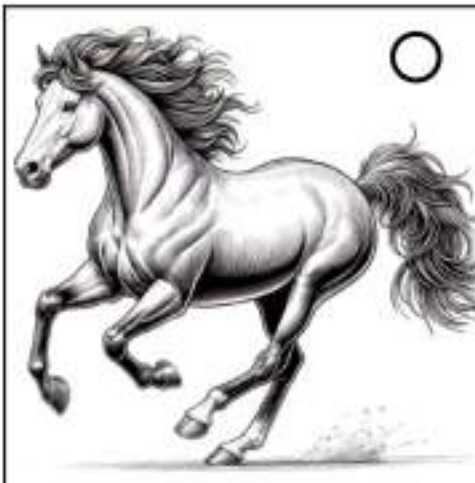
Scramble the words from the word bank.

Word Bank			
Objects	Flowers	Real	Flowers
Fruits	Colour	Shape	

EALR			
TISUFR			
JECTOBS		FLFSER	


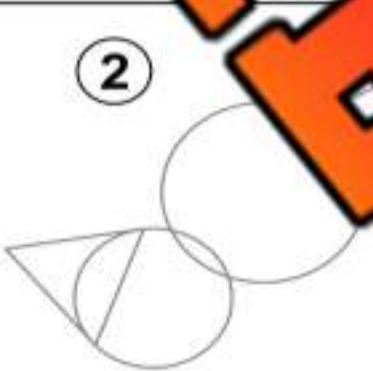
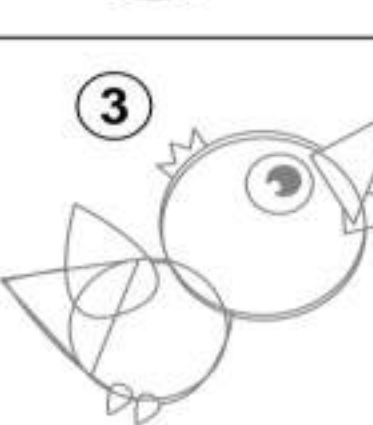
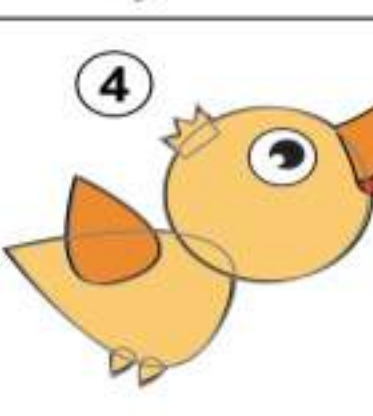
Identify

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



Still Life
Worksheet

Follow each step to draw a bird toy. Add shapes, details, and colour to finish your drawing. Make it look fun and neat!

Steps	Draw
	
	
	
	

Activity: My Favourite Toy Still Life Drawing

Objective

What are we learning about?

Students will develop their observation and drawing skills by carefully observing and sketching their favourite toy without moving it from their desks. This activity encourages attention to detail and creative expression.

Materials

What do we need for the activity

- Plain drawing paper (1 sheet per student)
- Pencils (1 per student)
- Erasers
- Coloured markers or crayons




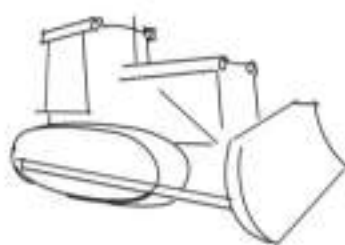



Instructions

How you will complete the activity

1. Ask students to bring their favourite toy to class. Ensure the toy is small enough to fit on their desk.
2. Have students place their toy in a comfortable position on their desks.
3. Remind students not to move or touch the toy while they are drawing. This will help them focus on drawing what they see.
4. Encourage students to spend a few minutes closely observing their toy, noting details such as shape, size, texture, and colours.
5. Hand out paper and pencils. Instruct students to start sketching their toys, paying attention to the details they observed.
6. Once the pencil sketch is complete, students can use coloured pencils or crayons to add colour and bring their drawings to life.
7. After completing their drawings, students can display their artwork on a classroom wall or share their sketches with the class.

How-To-Guide

The steps below will help you draw your favourite toy still-life art

Steps	Description	Example
1	Place your favourite toy on your desk. Make sure it stays still while you draw it so you can see it clearly the whole time.	
2 Draw The Basic Shapes	Start drawing using simple shapes like circles, squares, and triangles. These shapes will help you create the outline of your toy.	
3 Add Details	Add smaller details like wheels, or patterns. Pay attention to the special parts of your toy to make your drawing look real.	
4 Clean Up Your Lines	Use your eraser to remove extra lines you don't need. Make your drawing neat and ready for colouring by erasing parts that seem messy.	
5 Colour Your Drawing	Use colours that match your toy. Colour carefully inside the lines and take your time to make it look bright and neat.	
6 Check and Share	Look at your toy and drawing to see if anything is missing. Fix any details, then proudly share your artwork with your teacher or classmates!	

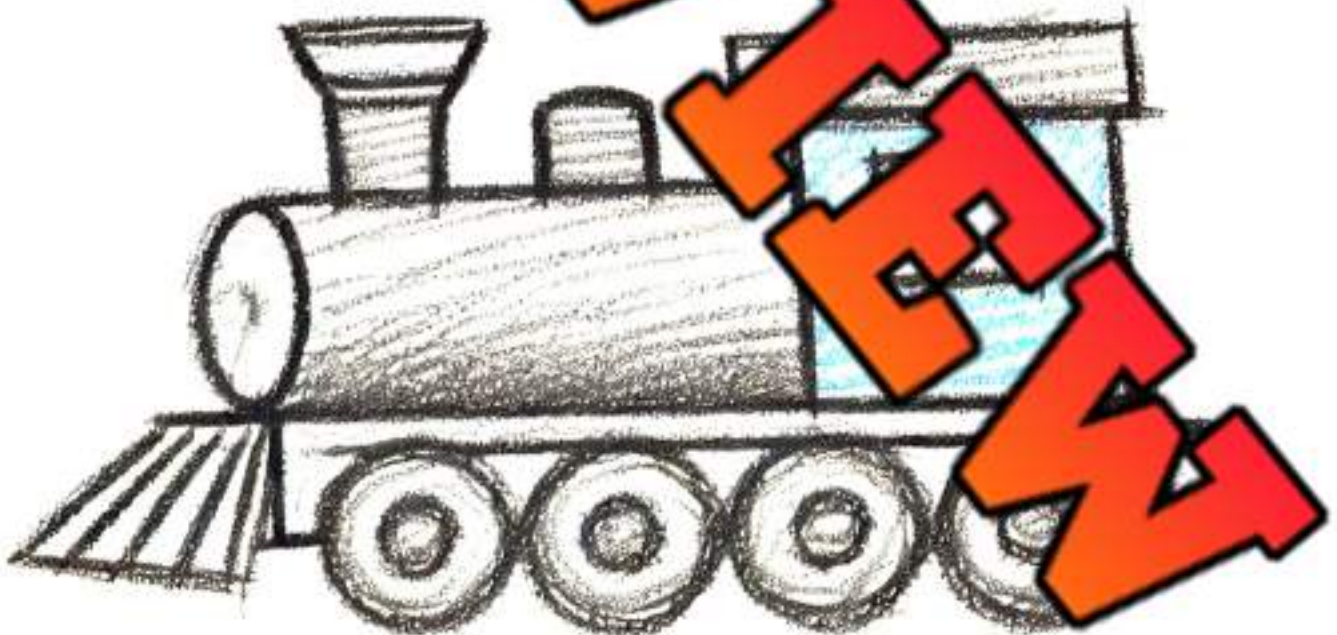
Criteria

Use the criteria below to complete the activity.

Criteria	Description
Drawing Big	Make your drawing big so it fills the page. Don't make it too small or tiny.
Using Simple Shapes	Start your drawing with simple shapes like circles, squares, triangles to help draw the toy.
Adding Details	Add all the special parts of your toy, like wheels, eyes, or buttons, to make it look real.
Colouring Neatly	If you are colouring, stay inside the lines and use colours that match the drawing.

Example

An example of a toy still life drawing.



Planning

Answer the questions below.

1) What is your favourite toy?

2) What does your favourite toy look like?

3) Why do you like this toy or why is it your favourite?

4) What shapes does your toy have?

☐ Circle☐ Square☐ Rectangle☐ Triangle

5) What colours do you see on your toy?

☐ Red☐ Orange☐ Yellow☐ Green☐ Other :

6) What is one special detail your toy has (e.g., button, wheel, pattern, wheel, wheel)?

☐ Button☐ Pattern☐ Wheel

Other :

7) What should you do before starting your drawing?

☐ Move your toy to a new spot☐ Look closely at your toy☐ Start colouring☐ Other :

Name: _____

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Curriculum Connection
D1.2, D1.3, D3.2

Rough Copy

Create the pencil sketch drawing of your favourite toy below.

PREVAILED

Self-Assessment

Cut out the self-assessment questions below.

Name: _____

Circle the box of your choice.

1) Did you try to make your drawing big enough to fill the page?	✓	✗
2) Did you use simple shapes like circles or squares to draw your toy?	✓	✗
3) Did you add all the special details of your toy, like patterns?	✓	✗
4) Do you feel proud of your drawing?	✓	✗

Name: _____

Circle the box of your choice.

1) Did you try to make your drawing big enough to fill the page?	✓	✗
2) Did you use simple shapes like circles or squares to draw your toy?	✓	✗
3) Did you add all the special details of your toy, like patterns?	✓	✗
4) Do you feel proud of your drawing?	✓	✗

Name: _____

Circle the box of your choice.

1) Did you try to make your drawing big enough to fill the page?	✓	✗
2) Did you use simple shapes like circles or squares to draw your toy?	✓	✗
3) Did you add all the special details of your toy, like patterns?	✓	✗
4) Do you feel proud of your drawing?	✓	✗

Name: _____

Circle the box of your choice.

1) Did you try to make your drawing big enough to fill the page?	✓	✗
2) Did you use simple shapes like circles or squares to draw your toy?	✓	✗
3) Did you add all the special details of your toy, like patterns?	✓	✗
4) Do you feel proud of your drawing?	✓	✗

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Drawing Size	Drawing is small and doesn't fill the page.	Drawing is a little small with too much empty space.	Drawing mostly fills the page but could be a bit bigger.	Drawing is big and fills the page fully.
Using Simple Shapes	Only a few simple shapes are used.	Some shapes are used, but more could be added.	Simple shapes are used for most parts, a few are missing.	Simple shapes are used well for the whole toy.
Adding Details	Very few details are added, doesn't look real.	Some details are added, but they are missing.	Most details are included, just a few small ones missing.	All special details of the toy are included fully.
Colouring Neatly	Colouring is messy and goes outside the lines.	Colouring is messy with some spots and outside the lines.	Colouring is mostly neat with a few small mistakes.	Colouring is neat and stays perfectly inside the lines.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Exploring Origami Art

What is Origami?

Origami is the art of folding paper into shapes. It started in **Japan** a long time ago, more than **1,000 years** ago. The word "**origami**" means "**folding**" in **Japanese**. People can make things like **cranes**, **flowers**, and even **boxes** with origami. You only need **scissors** or **glue**!



Cool Origami Facts

- The world's **smallest origami** is a **seed** of rice!
- The **biggest origami** crane is huge, as wide as a **building**!
- Origami helps with math because it uses **shapes** like **squares** and **triangles**.

How to Create Origami

To do origami, you need:

- 1) A square piece of paper. It shouldn't be a **rectangle**.
- 2) **Clean hands** so the paper stays nice.
- 3) Instructions for easy shapes, like a **dog** or a **boat**.

Origami is fun and helps you **focus**. When you fold paper the right way, it turns into something really cool!

True or False

Is the statement true or false?

1) Origami is an art that uses paper and glue.	True	False
2) Origami started more than 500 years ago.	True	False
3) The world's smallest origami crane is bigger than a rice grain.	True	False
4) You can use scissors to make origami.	True	False
5) The biggest origami crane is as wide as a car.	True	False

Word Scramble

Scramble the words from the word bank.

Word Bank			
Rectangle	Origami	Animals	
Japan	Paper	Triangles	
GNLESRTIA			
QARSSUE			
IIGAMRO			

Fill In The Blank

Fill in the blank with the correct word.

- 1) Origami started in _____ more than 1,000 years ago.
- 2) You need _____ hands to fold paper nicely.
- 3) The world's smallest origami crane is smaller than a _____.
- 4) Origami is a fun activity that helps us _____ better.
- 5) The word "origami" means _____ paper in Japanese.

Activity: Origami Dog Faces

Objective

What are we learning about?

Students will learn basic paper folding techniques by creating an origami dog face. They will follow the steps, making neat folds, and using their creativity to decorate their dog face.

Materials

What do you need for the activity?

- Square pieces of paper (one per student)
- Black markers or crayons
- Small scraps of coloured paper (optional)



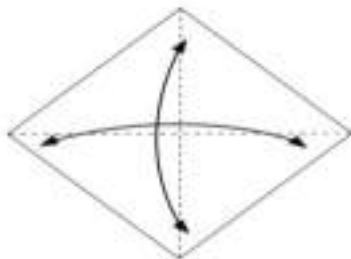
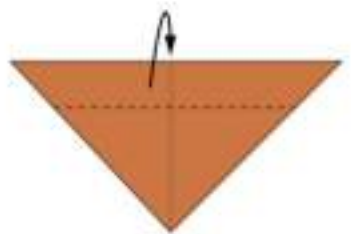
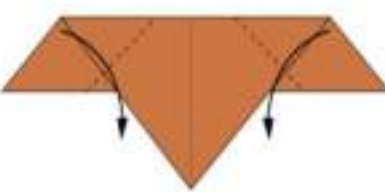



Instructions

How you will complete the activity

1. Start with a square piece of paper. Fold it diagonally to make a triangle, pressing the edges to make a sharp fold.
2. With the triangle's point at the top, fold the top corners down to the center line to create the top of the dog's head.
3. Fold the two top corners of the triangle down to the sides to form the dog's floppy ears. Make sure both ears look the same size.
4. Fold the bottom tip of the triangle slightly upward to create the dog's snout.
5. Use a marker or crayon to draw the dog's eyes, nose, and mouth. Use creative patterns or expressions to make your dog face unique.
6. If desired, use small scraps of coloured paper to add extra details like spots or a tongue.
7. Once finished, display your dog face on a classroom gallery wall or table for everyone to see.

How-To-Guide

The steps below will help you create a dog faces with origami.

	Description	
1	Start with a square piece of paper. Fold it in half diagonally to form a triangle. Ensure the edges align neatly and press down to make a sharp fold.	
2	With the triangle pointing up, fold the top corner slightly downward. This will form the top of the dog's head.	
3	Fold the two top corners of the triangle inward at an angle to form the dog's ears. The folds should be symmetrical.	
4	Fold the bottom tip of the triangle slightly upward to create the dog's snout.	
5	Use a marker to draw eyes, a nose, and a mouth on the dog's face. Be creative and add details like patterns or expressions to make the face unique.	
6	Decorate the face further with coloured paper or other craft materials. Display your completed dog face for others to admire!	

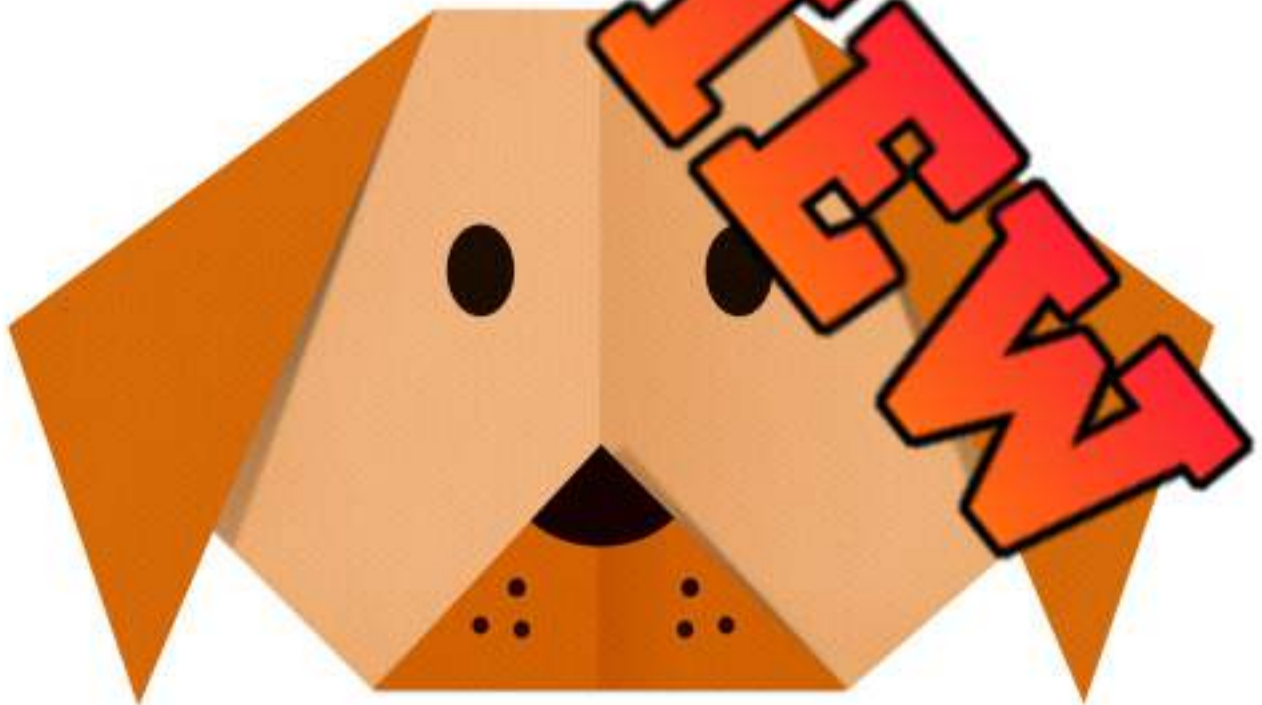
Criteria

Use the criteria below to complete the activity.

Criteria	Description
Folding	Fold the paper carefully to make sharp and clean folds so your dog face looks neat.
Creating Symmetry	Make sure both ears are the same size and in the same position for balance.
Adding Details	Use a marker to draw eyes, a nose, and a mouth to give your dog a unique look.
Being Creative	Add fun patterns or extra details like spots or whiskers to make your dog special.
Following Instructions	Follow the steps in the correct order to complete the dog face properly.

Example

An example of an orange dog face.



Planning

Answer the questions below.

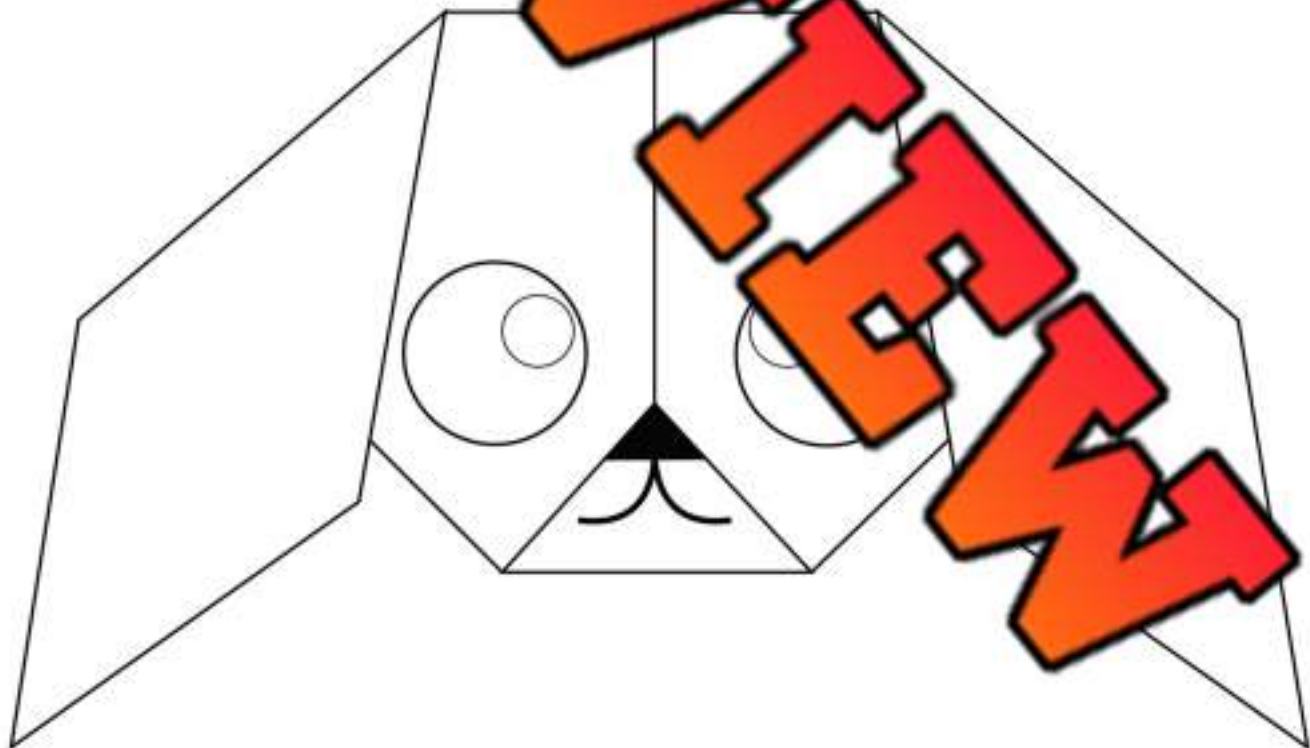
1) List the details you will add to your origami.



2) What colour paper are you using for your dog face?

☐ Red☐ Orange☐ Yellow☐ Green☐ Blue

3) Colour your dog using a bright colour. Then, add features like whiskers, or spots to make it unique!



Name: _____

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Curriculum Connection
D2.1, D2.4, D3.2

Rough Copy

Draw your dog's face using your favourite bright colour.

PERVALEZ

Self-Assessment

Cut out the self-assessment questions below.

Name: _____

Circle the box of your choice.

1) Did I fold the paper neatly without tearing it?	✓	✗
2) Are the ears the same size and evenly placed?	✓	✗
3) Did I add creative details to make my dog face unique?	✓	✗
4) Did I follow the teacher's instructions for each step?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the paper neatly without tearing it?	✓	✗
2) Are the ears the same size and evenly placed?	✓	✗
3) Did I add creative details to make my dog face unique?	✓	✗
4) Did I follow the teacher's instructions for each step?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the paper neatly without tearing it?	✓	✗
2) Are the ears the same size and evenly placed?	✓	✗
3) Did I add creative details to make my dog face unique?	✓	✗
4) Did I follow the teacher's instructions for each step?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the paper neatly without tearing it?	✓	✗
2) Are the ears the same size and evenly placed?	✓	✗
3) Did I add creative details to make my dog face unique?	✓	✗
4) Did I follow the teacher's instructions for each step?	✓	✗

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Folding Neatly	Folds are messy and uneven.	Some folds are neat, but not all.	Most folds are neat and clean.	All folds are neat and sharp.
Creating Symmetry	Ears are far apart.	Ears are close to being even.	Ears are mostly even in size.	Ears are perfectly even and balanced.
Adding Details	Some face details were added.	Some face details are missing.	Most details are there but simple.	All details are there and creative.
Being Creative	No extra details added.	A few extra details added.	Several extra details make it fun.	Extra details make the face very unique.
Following Instructions	Did not follow the steps.	Followed some steps but tried to skip others.	Followed most steps correctly.	Followed all steps correctly in order.

Teacher Comments

Mark

Student Comments – What Could You Do Better?



Workbook Preview



Ontario – Arts Curriculum

Grade 2 – Dance

	Learning Experiences	Pages
A1.1	Develop short movement phrases inspired by a variety of activities in their community and incorporating different pathways, directions, and shapes	7-12, 14-15, 21-22, 29-30, 39-40, 58-60, 62-64
A1.2	Use dance as a language to represent the main ideas in poems and stories, with a focus on body and space	16-18, 23-27, 42-46, 85-87
A1.	<p>Preview of 15 activities from this unit that contains 24 activities in total.</p>	
A1.		
A2.		
A2.		
	and describe how each element is used to communicate meaning	78-79
A2.3	Identify and give examples of their strengths and areas for growth as dance creators and audience members	13, 28, 34, 38, 41, 47, 52, 57-64, 71, 77, 84
A3.1	Describe, with teacher guidance, a variety of dances from communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom	80-83
A3.2	Identify various reasons why people dance in daily life and various contexts in which they do so	80-83, 85-87

What are Pathways in Dance?

What are Pathways?

Pathways are the directions or lines that dancers move through in the air. When dancers move, they can travel in straight lines, curvy lines, or zigzag lines. Pathways help dancers express ideas, tell stories, and make their dances more interesting to watch.



Why Do Dancers Use Pathways?

Dancers use pathways to make their movements look interesting and creative. Pathways also help dancers travel safely through space without bumping into others. Sometimes dancers use pathways to show feelings or to follow the shape of something, like moving in a circle to show the sun or in a zigzag to show lightning.

Pathways and Non-Locomotor Movements

Even when dancers stay in one spot (non-locomotor movements), they can still move their arms, legs, or head in pathways. They might show the air or move their body in a special direction. Pathways make every movement different and help tell the story of the dance!

Where Do We See Pathways?

Pathways are not just in dance! We can see them in nature too—like the way a river curves, the trail of a flying bird, or the cracks in ice. Dancers use these real-life paths as inspiration to make their movements more creative.

Matching

Match the word to the correct meaning.

- | | |
|-------------------|---|
| 1) Pathway | A) A line or direction a dancer moves in |
| 2) Straight | B) A line that goes forward without turning |
| 3) Curvy pathway | C) A line that bends and moves like a wave |
| 4) Zigzag Pathway | D) A line that moves with sharp turns or angles |
| 5) Non-Locomotor | E) Movements done without travelling around |

Fill In The Blanks

Fill in the blank with the correct answer.

- In dance, a _____ is the direction a dancer moves.
- A pathway can be straight, _____, or zigzag.
- Dancers use _____ to tell stories and show feelings.
- Pathways help dancers move safely through _____.

True or False

Is the statement true or false?

- | | | |
|--|------|-------|
| 1) Pathways in dance help dancers move in fun and creative ways. | True | False |
| 2) Curvy pathways look like waves or circles. | True | False |
| 3) Pathways are only used in dance and not found in nature. | True | False |
| 4) Dancers can only move in straight lines when dancing. | True | False |

Game: Pathway Parade Challenge

Objective

What are we learning more about?

Students explore different movement pathways (straight, curvy, zigzag) using their bodies, responding quickly to cues and completing fun challenges. This game develops spatial awareness, movement control, and creativity.

Materials

What do we need for our game?

- ✓ Open space
- ✓ Music player (optional) or music or freeze moments
- ✓ Cones or floor markers (optional, for direction cues)



Steps

How do we play the game?

- 1) **Warm-Up:** Begin with a short warm-up where students stretch and try moving in different directions.
- 2) **Start the Parade:** Students begin moving in a chosen pathway (e.g., zigzag). The teacher chooses the first pathway. To avoid crowding, the teacher can divide the class into multiple groups.
- 3) **Change It Up:** After about 30–45 seconds, the teacher claps and plays a sound cue and calls out a new pathway (e.g., "Curvy!"). Students quickly switch to that movement style.
- 4) **Challenge Round:** Add a twist! While continuing their pathway, students must also complete a small challenge (see next page).
- 5) **Freeze Moments:** Pause the music or call out "Freeze!" randomly—students must stop and hold a shape using their current pathway.
- 6) **Reflection:** After playing for some time, gather the students for a short cool-down stretch and group reflection.

Pathway Types

Students have to use these pathway types in the game.

Pathway Types	Description
Strait	Move in a direct line, like walking on a rope or laser beam.
Wavy	Move in a rounded, flowing line, like waves or rolling hills.
Zigzag	Move with quick, sharp turns, like a lightning bolt or a mountain trail.
Circular	Move in a circle or loop, like spinning around a sun or a wheel.
Diagonal	Move from corner to corner across the space.

Challenges

Students must complete these challenges in the game.

Challenge Name	Description
Low Level Only	Students stay on the ground—crawling, sliding, or crouch walking.
Arms Only	Freeze your feet—use your arms to draw the pathway in the air.
Backwards Walk	Follow the pathway by walking backwards slowly and safely.
Giant Steps	Take large, dramatic steps to travel like a giant.
Tiny Tiptoes	Move quietly using small steps or tiptoes like a sneaky mouse.
Partner Match-Up	Copy your partner's pathway or take turns leading each other.
Freeze in Shape	When the music or teacher stops, freeze in a pose that matches your path.

Activity: Windy Day Whirl!

Objective

What are we learning more about?

Students explore non-locomotor movements and pathways by becoming trees and leaves on a windy day. They will practise swaying, spinning, and moving along curved pathways to show how the wind flows through space.

Materials

What do we need for our activity?

- ✓ Open space
- ✓ Floor tape for pathways
- ✓ Soft background music (optional)



Instructions

How do we complete the activity?

- 1) **Become the Breeze:** Start with a warm-up where students sway side to side like trees, stretch tall, then shrink and spin like falling leaves. Repeat a few times, switching between tree and leaf movements.
- 2) **Travel Like the Wind:** Show a curved path on the floor using floor tape. Students move along it using slow, swaying steps. Halfway through, they change direction or go backwards to show how the wind moves.
- 3) **Build a Windy Day Dance:** In groups of three, students create a windy day dance together. Then, they perform it: beginning as trees, moving into leaves, following the curvy path, and finishing by curling in like a storm.
- 4) **Share the Storm:** Groups perform their dances for the class. After each dance, others guess how the wind moved or how strong it felt.
- 5) **Leaf Talk:** Students reflect on what they liked about the activity. They can share which part felt the most like real wind, or what made moving with pathways fun or challenging.

Criteria

Use the criteria below to complete the assignment.

Criterion	Description
Tree & Leaf	Moves arms and body to look like a swaying tree and a spinning or falling leaf.
Falls Path	Moves carefully along the curvy path using slow and smooth movements.
Wind Change	Uses body movement to show the wind changing by turning and moving backwards.
Teamwork	Helps the group dance and works kindly with group members to perform the routine.
Focus & Control	Stays focused while dancing like the wind and does not get distracted.

Tips

Use the tips below to help you.

Helpful Dance Tips	How it helps
Move Slowly and Smoothly	Makes you look like a leaf floating in the wind.
Use Your Whole Body	Helps you show the difference between trees and leaves more clearly.
Watch Where You're Going	Keeps you safe and helps you stay on the curvy pathway.
Listen to Your Group	Makes your group dance look connected so everyone feels included.
Change Levels Clearly	Shows the difference between tall trees and low, fallen leaves.
Imagine the Wind	Helps you move in fun and creative ways, like spinning or swaying gently.

Planning

Answer the questions below.

1) How will you move like trees at the beginning of your dance?

2) What type of movement will you use to show a falling or floating leaf?

3) What will you do when the wind changes direction?

4) What will you do to end your dance as a leaf pile on the ground?

Self-Assessment

Assess your performance using the checklist.

What I Did in the Activity	✓	X
I showed side-to-side movements like a tree in the		
I moved like a leaf, sinking, spinning, and curling into a still		
I followed the path with slow, swaying steps and changed direction smoothly.		
My group planned and acted a funny windy day story using tree and leaf movements.		
I performed my part with the right attention during others' dances.		
I tried to make my dance feel like it was by using energy and changing movement.		
I worked well with my group and helped to tell our dance story together.		
I used high and low shapes like tall trees and curled leaves in my movements.		
I stayed focused and controlled my body when moving or freezing like a leaf.		
I listened carefully to instructions and followed the music or teacher's guidance.		

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Tree & Leaf	Unclear or missing movements	Basic tree or leaf shapes shown	Clear tree and leaf shapes shown	Creative and expressive tree and leaf shapes
Follows Path	Did not follow path	Followed path with help	Followed path with smooth effort	Followed path smoothly and confidently
Wind Change	No change in direction	Some change in direction	Clear change in movement to show the wind	Creative change in direction, matched the wind
Teamwork	Rarely worked with group	Some work with group	Helped group and took part in planning	Worked together kindly and shared ideas well
Focus & Control	Distracted or unsafe movements	Focused at times, some control	Mostly focused and used space	Very focused, calm, and moved with control

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

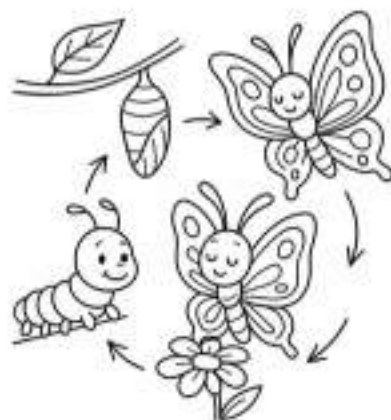
Activity: Flutter into Movement!

Objective What are we learning more about?

Students learn how to express story events through movement. They will use their bodies to show actions, emotions, and transformations from a butterfly-themed story. They will explore timing, and levels of movement.

Materials What do we need for our activity?

- ✓ Butterfly-themed story
- ✓ Open space
- ✓ scarves or butterfly props (optional)



Instructions How do we complete the activity?

- 1) **Warm-Up:** Students stretch, reach, and gently flutter their arms like butterfly wings to get their bodies ready to move.
- 2) **Storytelling with Movement:** The teacher reads the story, pausing at key moments (e.g., eating, growing, changing). Students suggest and try out movements for each moment.
- 3) **Full Story Dance:** The story is read again without pausing. Students act out the key moments using the movements they practised.
- 4) **Butterfly Pathways:** Divide students into small groups. One student at a time moves across the room, experimenting with reaching, crawling, and fluttering. They explore different levels (low, medium, high) and timing (slow, quick) while others observe respectfully.
- 5) **Reflection:** Students share which movement they enjoyed most and how it felt to dance the butterfly's journey.

Story

Read the story for the class.

Bella the Butterfly

Bella was a biggily caterpillar.

She curled up on a leaf, munching and crunching all day long.

Crunch! Crunch! She ate until her belly was full.

Then Bella felt sleepy.

She curled up and spun a cozy cocoon.

Inside, she stretched, yawned, and changed.

She wasn't sure what was happening, but it felt like something magical!

One sunny morning, the cocoon opened.

Out came Bella—with bright, beautiful wings!

She flapped slowly at first... then faster and faster.

Bella flew high into the sky.

She danced with the wind, dipped low to smell flowers,
and fluttered through the air like a whisper.

At the end of the day, Bella rested on a petal,
happy to be a butterfly at last.

Story

Read the story for the class.

Milo's Big Change

Milo was a caterpillar with a big appetite.
He wandered along the branches, munching leaves one by one.
Chomp, chomp... He even tried nibbling a flower!

One morning, Milo felt very tired.
He found a quiet branch and spun himself a soft cocoon.
Inside, everything felt dark and still.
He stretched a little, yawned, and went to sleep.

Days passed. Then—*crack!*
Milo pushed and wriggled until the cocoon opened.
His body felt different... and something new had grown behind him.

Wings!

Milo flapped once. Then twice.
Up he floated into the sky, light as a feather.

He flew over tall grass, zoomed around trees,
and danced with the wind under the warm sun.
Milo was no longer just a caterpillar—he was a butterfly!

Activity: Storybook Stars!

Objective

What are we learning more about?

Students explore body shapes and levels in dance by pretending to be stars from storybooks. They practise moving their bodies high and low and working together in a group to create a star dance.

Materials

What do we need for our activity?

- ✓ Open space
- ✓ A short story or poem (e.g., "Twinkle, Twinkle, Little Star")
- ✓ Soft background music (optional)



Instructions

How do we complete?

- 1) **Warm-Up:** Students move in the space following the teacher's instructions. Stretch into a big star shape standing tall (high level). Then, slowly shrink down into a tiny star (low level). Twinkle fingers to look like sparkling stars. Repeat a few times.
- 2) **Follow the Star Story:** Read aloud a short story or poem. When the star shines, students rise tall and stretch wide. When the star falls, they slowly spin and lower to the ground, twinkling as they land. Encourage smooth movement between levels.
- 3) **Create a Star Dance:** In groups of three, students create a star dance. They start as big shining stars (standing tall), slowly fall to the ground, spin, and end by making a twinkling shape together on the ground.
- 4) **Sharing & Performance:** Each group performs their star dance for the class. After each performance, the class claps and cheers for their shining stars.
- 5) **Reflection:** After all the performances, students share what they enjoyed most. They can talk about their favourite shape, what was fun, or what was tricky about moving between levels.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Makes Clear Shapes	Freezes in big or small star shapes using arms, legs, and fingers.
Moves between Levels	Moves smoothly from standing tall (high level) to crouching low (low level).
Twinkles Fingers	Uses fingers to show twinkling stars while moving or freezing.
Works Well in a Group	Listens to group members and helps create a star shape.
Participates with Effort	Travels best, is focused, and shows a positive attitude during the activity.

Tips

Use the tips below to help you dance safely.

Helpful Tip	What It Will Help You
Move Big and Smooth	Your dancing will look like a professional. Everyone will see your moves clearly.
Stay on the Path	This will help you know where to go and stay safe.
Use Your Whole Body	When you move your arms, legs, and head, your dance will look more exciting.
Work Together	When you watch and listen to your group, your dance will look like a team working together.
Make a Creative Shape	At the end, use your body to make a fun and interesting star with your friends.

Story

Read the story for the class.

The Little Stars' Night Adventure

Once upon a time, in the dark, quiet sky, there were three little stars named Sparkle, Twinkle, and Glow. They loved to dance, but only when the moon was watching.

One night, the moon whispered, "Show me your brightest shapes!" Sparkle stretched as tall as she could — reaching way up high in the sky. Twinkle spun around, letting her tiny star lights shimmer. Glow crouched down to be a slow star, then gently twinkled her fingers.

Together, they moved up and down, high and low, shining their light for everyone to see.

But suddenly, a soft wind blew across the sky.

The stars wobbled, swayed, and slowly spun down to the lowest part of the sky, curling into tiny shapes.

Then the moon said, "It's time to shine together!"

So, Sparkle, Twinkle, and Glow joined hands, forming a shining star shape on the sky floor — shining bright as a team.

Every night after that, the little stars would meet, moving high and low, fast and slow, showing their beautiful star dance to the world.

Poem

Read the poem for the class.

We Are Stars

We are stars up in the sky,
Stretching tall and reaching high.

We shimmer bright with twinkling light,
But up small in the dark of night.

We spin, we sparkle, glide and glow,
When we fall down slow.

We can grow, we shine alone,
We float like leaves gently blown.

We flicker, we dance with flair,
We light the way from here to there.

We leap through space, gently and free,
We travel far from place to place.

We make our shapes both new and old,
Then fold in close and go on to glide.

We swirl, we sway, we softly gleam,
We shimmer like a glowing dream.

So, when you dance across the floor,
Be the star who shines once more.

Together moving, near and far —
Remember: You're a dancing star!

Peer-Assessment

Rate your other group's performance.

My name is _____.		
The group's performance I assess is _____.		
	Rating Description	Rate (Colour the stars)
Star Shape	The group made clear, creative star shapes using their arms, legs, and full body.	☆☆☆☆☆
Level Changes	The group made a smooth change from high to low levels in their movement.	☆☆☆☆☆
Twinkling Movement	The group added twinkling fingers or sparkly movement to match the story.	☆☆☆☆☆
Teamwork	The group worked together and included everyone in their story.	☆☆☆☆☆
Clear Ending	The group finished the story by making a final twinkling shape together on the floor.	☆☆☆☆☆

Word Search

Find the words in the wordsearch.

Star	High
Twinkle	Spin
Shape	Level
Freeze	Dance

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

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Star Shapes	Shapes are not clear or missing	Some shapes are shown but not fully formed	Clear star shapes using arms, legs, and body	Creative and well-defined star shapes using the whole body
Level Changes	Mostly one level	Some change between high and low	Smooth movement between high and low levels	Excellent use of levels with clear, smooth transitions
Twinkling Movement	Twinkling is missing or very little	Some twinkling, but finger movements are not clear	Finger twinkling is used during movement and freezing	Twinkling is expressive, clear, and adds to the performance
Group Cooperation	Rarely helps or works with group	Some work with group, but needs reminders	Works well with group and shares ideas	Helps group work as a team and supports others respectfully
Participation & Effort	Rarely participates or gives minimal effort	Participates but needs reminders to stay focused	Participates with group	Always engaged, tries hard, and encourages others

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

Game: Floss Freeze Dance Challenge!

Objective What are we learning more about?

Students will practice locomotor movement and timing by performing the "Floss" dance in a fun, playful challenge. They will practise starting and stopping with control, travelling in a line, and creating frozen shapes using their bodies.

Materials What do we need for our game?

- ✓ Open space
- ✓ Music with a steady rhythm (optional: adds fun)



Instructions How do we play?

- 1) **Warm-Up:** Begin by reviewing how to floss (see page 2)—arms swing side to side while hips go the opposite direction. Practice on the spot with the whole class. Add fun rhythm counts (e.g., "1-2-3, 4-5-6, 7-8-9, 10-11-12!").
- 2) **Start-and-Go Rounds:** Students begin in a starting pose (e.g., crouch, tucked arms). When the teacher says "GO," they begin doing the Floss while walking forward. On "FREEZE," everyone stops in a shape (e.g., wide arms or tall pose). Repeat several rounds.
- 3) **Controlled Travel:** To avoid crowding, divide the class into groups of 10 students. Each group performs across a small area on the floor while others watch and cheer. Groups rotate turns.
- 4) **Freeze Shape Challenges:** On each freeze, students must strike a new shape (e.g., star, twist, curl). They must hold the pose silently until the next "GO" cue.
- 5) **Group Dance Option (Optional):** Form smaller groups and let them create a mini Floss routine with two movements and two freeze poses. They take turns performing for their classmates.

How-to-Guide

Use the guide below to practice the Floss dance.

Step	What to Do
1	Stand with feet apart and knees slightly bent.
2	Stretch your arms down by your sides.
3	Swing arms to one side of your body while pushing your hips
4	Swing arms back to the other side and switch your hips again.
5	Keep repeating the slow motion speed up when ready.
6	Add rhythm and travel to your room.

Challenge

Complete the following movement challenges in the game.

Challenge Name	What Students Do
Silent Freeze	Students freeze in a pose without making a sound.
Speed Switch	Floss slow at first, then fast when ready or the opposite.
Freeze Shape Surprise	Freeze in a different pose each time when the teacher says allowed!
Shape Switch-Up	Start in a small shape, end in a tall or wide pose.
Group Sync Challenge	In small groups, everyone must freeze in the same shape at the same time.

Activity: Freeze Frame Fun!

Objective

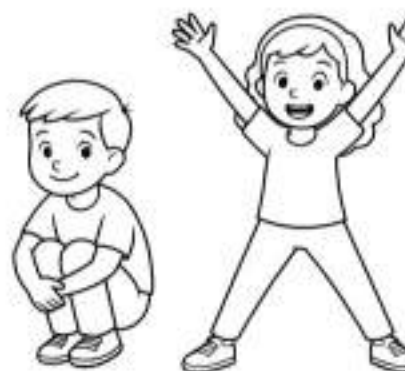
What are we learning more about?

Students will learn how to create dances with clear beginnings and endings using frozen shapes. They will practise hopping or skipping between movements and freezing in different shapes when the music signals a stop.

Materials

What do we need for our activity?

- ✓ Open space
- ✓ Music player with fun dance songs



Instructions

How do we complete?

- 1) Warm-Up:** Students move around the space walking, hopping, or tiptoeing. When the teacher says "Freeze," students freeze in different shapes (ball, star, straight line). Repeat 3-4 times.
- 2) Silent Start & Big Finish:** Model how to begin a dance with a silent frozen pose (e.g., small ball) and end with a big shape (e.g., star). Students practise hopping or skipping 5 steps between the two shapes. Add music and use it to signal when to start or stop.
- 3) Partner Dance Creation:** Students work in pairs. They create a short Freeze Frame Dance by starting in a small frozen shape, moving 5 steps, and ending with a big frozen shape.
- 4) Freeze Frame Show:** Each pair performs for the class. The teacher tries to guess what type of steps (walking, hopping, tiptoeing) the pair used between their shapes.
- 5) Reflection:** Students reflect on their favourite freeze shape, how it felt to start and stop with control, or how they worked with their partner to plan their dance.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Freezes Clearly	Freezes clearly in still shapes like a ball, star, or stretch without moving.
Clear Start and End	Starts with a small frozen shape and ends with a big frozen shape each time.
Uses Locomotor Steps	Starts with 5 clear steps like walking, hopping, or skipping before freezing.
Works with a Partner	Shares ideas and creates the dance together with their partner.
Shows Focus and Effort	Follows directions carefully, and stays focused during the dance.

Tips

Use the tips below in your dance.

Tip	Means
Freeze like a statue	When the music stops, stop your body and don't move at all!
Count your steps	Take 5 steps before you freeze so you know when to stop.
Use your whole body	Move your arms, legs, and head to make clear shapes.
Stay in your space	Don't get too close to others—keep your space around you.
Work with your partner	Talk and listen to each other to make a great dance together.
Start and end with a pose	Begin frozen and end frozen so we know when your dance starts and ends.
Try something new	Be creative! Use a shape or step you haven't tried before.

Name: _____

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Curriculum Connection
A1.3

Draw

Draw one of your friends' starting and ending poses.

PEREVALEZ

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Freezes	Freezes are wobbly or shaky	Sometimes stays still but loses balance	Freezes are mostly still with control	Freezes are very still and strong each time
Clear Start and End	Shapes are not clear	Shapes are shown but not clear	Clear small start and big end shape shown	Shapes are strong and clear at both start and end
Uses Locomotor Steps	Steps are unclear or missed	Steps are shown but not clear	5 clear steps used like walking or hopping	5 smooth steps used clearly with good energy
Works with a Partner	Doesn't help or listen to their partner	Some help or listens	Works well with their partner most of the time	Works very well together and shares ideas kindly
Shows Focus and Effort	Rarely tries or gets distracted	Tries but doesn't stay focused	Stays focused most of the time	Always tries their best and stays focused the whole time

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Wiggly Worms!

Objective

What are we learning more about?

Students practice locomotor movement and levels by becoming wiggly worms in a garden. They practice moving at low and middle levels, using their arms and legs to wiggle and crawl, and respond to cues like "rain" in creative and fun ways.

Materials

What do we need for our activity?

- ✓ Open space
- ✓ Soft music with a steady rhythm (optional)
- ✓ A sound or signal for "rain" (e.g., a clap)



Instructions

How do we complete the activity?

- 1) **Wormy Warm-Up:** Students pretend to be wiggly worms. They wiggle close to the floor (low level), then "pop up" to a middle level and wiggle again. Repeat this 3 times.
- 2) **Wiggle Practice with Rain:** Students crawl on the ground using arms and legs. When they reach the end, they pop up and wiggle at a middle level. When they hear the "rain" signal, they wiggle faster. Repeat the full sequence twice.
- 3) **Create a Worm Dance:** In groups of 4, students plan a dance that includes crawling low, popping up to wiggle, a fast wiggle, and ending in a frozen garden shape (like a flower or leaf).
- 4) **Garden Show:** Each group performs for the class. The rest of the class guesses what garden shape the group becomes at the end. Everyone claps and celebrates each dance.
- 5) **Reflection:** Students share what it was like to move like worms, what they enjoyed most, or how their group worked together.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Moves Like a Worm	Wiggles or crawls low using arms and legs to show worm movement.
Changes Level	Switches between low crawling and middle-level wiggling during the dance.
Listens for Rain	Responds quickly when the teacher gives the "Rain!" by wiggling faster.
Makes a Garden Shape	Ends the dance by freezing in a creative shape like a flower or leaf.
Works with the Group	Follows directions, takes ideas, and helps their group perform the dance better.

Tips

Use the tips below in your performance.

Dance Level	What It Means	Helpful Tip
Low Level	Moving close to the ground (e.g., crawling, sitting, resting)	Keep your tummy low and move slowly like a real worm.
Middle Level	Moving in a crouch or stand with bent knees	Stand a little but don't get too tall.
High Level	Moving while standing tall or reaching up high	Don't get too high level much. It's good to dance at different levels.
Wiggle Energy	Using your whole body to wiggle (arms, legs, and belly!)	Try wiggling in different directions!
Rain Signal	When you hear the rain sound, you wiggle faster	Listen carefully and be ready to move fast but stay in control.
Garden Shape	A frozen pose that looks like something in a garden (e.g., flower or leaf)	Use your arms and legs to make fun garden shapes with your group.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Moves Like a Worm	Moves are stiff or unclear	Tries to wiggle or crawl but only a little	Crawls or wiggles clearly like a worm	Uses full-body crawling or wiggling with energy and control
Changes Level Clearly	Changes level but not clearly	Tries to change levels but not clearly	Shows low crawling and middle-level wiggling	Smooth and clear transitions between low and middle levels
Listens for the Rain	Moves or ignores rain signal	Responds to rain reminders	Responds when the "rain" cue is given	Reacts right away with fast and focused movement
Makes a Garden Shape	Final shape is missing or unclear	Freezes the garden shape	Ends with a whole flower or garden shape	Makes a creative and detailed garden shape with good body use
Works with the Group	Doesn't help or join the group	Joins in but needs reminders to share or listen	Shares ideas and works well	Leads or supports group work with kindness and great teamwork

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

Activity: Thunderstorm Shake!

Objective What are we learning more about?

Students will explore tempo and energy by acting out a thunderstorm through movement. They will use shaking, stomping, and jumping at different speeds and strengths to tell a story. This activity helps students bring a storm story to life.

Materials What do we need for our activity?

- ✓ Open space
- ✓ A short storm story for read-aloud
- ✓ Rain sound or light drum for optional accompaniment



Instructions How do we complete the activity?

- 1) **Stormy Warm-Up:** Students shake slowly like a breeze, then shake fast like thunder. Repeat this pattern three times, noting the difference between gentle and strong energy.
- 2) **Group Practice:** The teacher divides the class into groups of 8-10 students. Each group spreads out in the space, ready to move safely.
- 3) **Story in Motion:** The teacher reads a short storm story for one group at a time. While their group listens, students use slow shaking for rain, fast stomping for thunder, and a big jump for lightning. They move through the space in a zigzag path as the story unfolds.
- 4) **Group Rotation:** Each group takes a turn performing their storm story while the others watch quietly. The audience looks for changes in speed and strength during the movement.
- 5) **Reflection:** After all groups have performed, students talk about how they showed the storm, what movement they liked best, and how it felt to change tempo and energy.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Shows Storm Movements	Uses body to shake for wind, stomp for thunder, and jump for lightning.
Changes Direction Early	Moves slowly for wind and quickly for thunder, showing clear speed changes.
Uses Strong Movements	Moves with force during thunder and lightning parts of story.
Follows the Story Cues	Listens carefully to the teacher's story and matches movements to each part.
Performs with the Group	Works safely and cooperatively with their group to complete the story sequence.

Tips Use the tips below to improve your performance.

What to Do	How It Helps You Perform Better
Listen to the storm story	Helps you know when to wave, stomp, or jump at the right time.
Shake slow for wind	Shows that the wind is soft and gentle at the start of the storm.
Stomp fast for thunder	Adds strong energy and makes the storm sound getting louder and stronger.
Jump high for lightning	Makes your lightning bold and clear, like a flash in the sky.
Move in a zigzag path	Shows how storms travel in different directions, not just in a straight line.
Stay with your group	Keeps the dance safe, organized, and shows you're working together as a team.
Use your whole body	Makes your dance big, exciting, and easier for others to understand the story.

Story

Read the story for the class.

The Thunderstorm Comes to Dance

Once upon a time, a quiet wind whispered through the garden.

It blew gently through the trees...

(pause – students sway slowly for the wind)

The wind grew stronger and began to swirl around the sky.

It rushed through the leaves and tickled the grass...

(pause – students keep swaying slowly)

Suddenly—**BOOM!** A loud thunder shook the ground!

(pause – students stomp slowly)

The sky began to rumble and the thunder rolled in faster and louder!

(pause – students keep stomping)

Then—**FLASH!**—a bolt of lightning lit up the sky!

(pause – students do one big jump)

The storm danced across the land in zigzags, shaking everything in its path.

(pause – students move in a zigzag path)

Rain splashed down, and the wind whooshed over the trees.

(pause – students shake again with fast wiggly movements)

Then slowly... everything began to calm.

The wind slowed down...

(pause – students shake slowly again)

The thunder faded...

(pause – students soften their stomps and come to stillness)

And the storm tiptoed away.

Story

Read the story for the class.

The Grumpy Cloud

High in the sky a grumpy cloud began to rumble.

It moved slowly, puffing and huffing across the sky.

(shake slowly like the cloud)

The wind followed it through the trees and blowing in all directions.

It pushed the leaves around across the grass.

(wiggle side to side while moving in zigzag paths)

RUMBLE... RUMBLE...

The grumpy cloud was getting louder.

Then—**CRACK!**

Lightning flashed across the sky.

(big jump)

BOOM! went the thunder.

BOOM! STOMP! CRASH!

The storm had arrived!

(stomp fast with strong energy)

The grumpy cloud bounced around the sky, spreading its storm everywhere.

It shook the trees, shook the ground, and wouldn't stop.

(travel quickly in zigzags)

But slowly... the cloud began to calm.

The thunder faded to a soft mumble.

The lightning went quiet and the wind began to whisper.

(shake slowly again)

And with a final sigh, the grumpy cloud floated away.

Story

Read the story for the class.

The Storm is Coming

The air was

Then it began to blow.

(shake slowly, side to side)

The wind spun the trees.

It twirled over the grass, tickled the tall grass.

(move gently in a zigzag path)

BOOM!

Thunder rumbled across the sky.

(stomp quickly)

CRASH! BOOM!

The storm was getting stronger.

Thunder shook the ground.

(stomp faster with big energy)

FLASH!

Lightning lit the sky!

(jump once)

The storm danced across the ground in zigzags.

It roared and leapt through the air.

(travel in quick zigzag paths)

Then slowly...

The thunder faded and the wind calmed.

(shake slowly again)

And the storm blew away.

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

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Storm Movements	Movements do not match storm actions.	Uses some storm actions, but not all.	Uses most storm movements clearly.	Uses all storm movements with clear actions.
Tempo Change	Does not change tempo.	Changes tempo once or twice.	Changes tempo a few times to match the storm.	Changes tempo clearly and often to match each part of storm.
Strong Energy	Movements are so quiet that they are not heard.	Some movements are strong.	Good energy shown during loud storm parts.	Strong energy shown throughout thunder and lightning.
Follows Story Cues	Does not listen to story cues.	Listens to some story cues but not all.	Follows most of the story matching moves.	Follows story carefully with matching moves every time.
Group Performance	Doesn't work well with group.	Sometimes works with group but needs reminders.	Works well with group most of the time.	Works safely and helps group with the whole performance.

Teacher Comments – What Did They Do Well?

_____ _____ _____	Mark
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Student Comments – What Could You Do Better?

_____ _____ _____

Activity: Animal Parade!

Objective

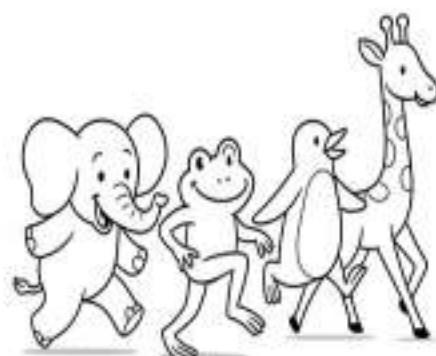
What are we learning more about?

Students will practice different animal movements using locomotor and non-locomotor movements, practising how to move at high, low, and middle levels. They will work in groups to create a short parade of animal movements that change throughout the performance.

Materials

What do we need for our activity?

- ✓ Open space
- ✓ Slips of paper with animal names on each
- ✓ A container or hat to hold the slips



Instructions

How do we complete?

- 1) **Parade Warm-Up:** Lead the class in marching like elephants (high level) and crawling like mice (low level). Repeat for 1 minute, reminding students to move safely in their space.
- 2) **Animal Movement Practice:** Model examples of locomotor (e.g., hopping, crawling) and non-locomotor (e.g., swaying, bending) movements for the class. Make the students practise a few animal movements at high, middle, and low levels.
- 3) **Group Parade Setup:** Divide the class into 3 groups. One slip from each group picks a slip with 2-3 animal names. The group then performs the animal in order.
- 4) **Animal Parade Time:** Groups take turns parading around the room. The teacher calls "Next animal!" when it's time to switch. The rest of the class watches and guesses which animal is being shown.
- 5) **Group Rotation:** After one group finishes, they sit down, and the next group takes their turn. Only one group moves at a time. Repeat the process if necessary.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Perform Animal Movement	Demonstrates clear, controlled movements that match the animals in the parade.
Uses Variety of Levels	Shows high, middle, and low levels when moving like different animals.
Follows Movement	Transitions carefully and changes animals when the teacher signals.
Stays with the Group	Moves in line with the group, keeping a steady pace and distance.
Shows Focus and Effort	Participates fully, and tries their best throughout the activity.

Tips

Use the tips below to complete the assignment.

Tip	Helps
Move like the animal on the slip	Helps the group look like an animal parade.
Use your whole body	Makes your animal movements clear, and fun to watch.
Stay in line with your group	Keeps everyone safe and makes the parade look smooth.
Listen for "Next animal!"	Helps you know when to change your animal during the parade.
Watch your space	Stops you from bumping into others and keeps the group moving safely.
Try your best	Shows effort and makes the activity fun for everyone.

Animal List

Parade like the animals shown on each slip of paper.

Elephant - Frog - Bird

Horse - Duck - Snake

Zebra - Butterfly

Flamingo - Mouse - Dog

Giraffe - Camel

Kangaroo - Turtle - Monkey

Lion - Squirrel - Seal

Tiger - Rabbit - Bear

Cow - Duck - Ant

Lizard - Cat - Bee

Bear - Rabbit - Worm

Elephant - Mouse - Crab

Deer - Dog - Turtle

Fox - Chicken - Ant

Horse - Pig - Frog

Squirrel - Snake - Owl

PARADE

Self-Assessment

Assess your performance using the checklist.

Criteria	✓	X
Moved in a chosen animal clearly		
Showed the animal's position (high, middle, or low)		
Used safe and focused movements		
Took turns and cooperated with group members		
Changed levels smoothly if a group of more than one animal		
Stayed in line during the parade		
Used whole body to act out animal movements		
Froze in a final animal shape at the end		
Followed the animal slip cues carefully		
Had fun and showed excitement during the parade		

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Performs Movements Animals are clear or imitated		Some animal moves shown	Most moves match the animal well	All movements match animals clearly and confidently
Uses a Variety of Levels		Uses two levels	Uses all three levels sometimes	Clearly uses high, middle, and low levels
Follows Movement Cues		Sometimes follows cues	Usually follows cues	Always listens and responds to cues
Stays with the Group	Leaves the group or moves off path	Sometimes moves with group and keeps distance	Mostly moves with group and keeps distance	Moves smoothly in line with the group
Shows Focus and Effort	Rarely focused, little effort	Sometimes focused a bit	Usually focused and puts effort	Always focused and gives full effort

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

Activity: Conga Line Creation

Objective

What are we learning more about?

Students will learn rhythm, relationships, and locomotor movement through a fun, team-based Conga Line dance. They will practise following a beat, taking turns as leaders, and creating creative moves while staying in rhythm.

Materials

What do we need for our activity?

- ✓ Conga Line dance video
- ✓ Open space
- ✓ Music with a steady beat
- ✓ Conga Line How-To Guide for groups



Instructions

How do we complete this activity?

- 1) **Watch & Discuss:** Show a short Conga Line video. Ask students what movements they noticed and how the dancers stay in rhythm.
- 2) **Whole Class Practice:** Teach the basic Conga step: step-kick. Practise together with music, moving in a line.
- 3) **Lead the Line:** Students take turns leading the Conga Line. The leader adds one move (e.g., clap, spin, wave) while the rest follow and stay in the rhythm.
- 4) **Group Practice:** Divide students into small groups. Give them the Conga Line How-To Guide. They practise forming their own line, creating moves, and taking turns as leaders.
- 5) **Performance:** Each group performs their Conga Line for the class, showing off their unique moves and teamwork.
- 6) **Reflection:** Students share what moves they liked most, what it felt like to lead, and how they worked together as a group.

How-To Guide

Practise these steps for a better performance.

Step	What to Do
1. Line Up	Stand in a line with your hands on the shoulders of the person in front of you.
2. Learn the Basic Step	Everyone moves to the beat: step, step, step, kick! step, step, step, kick! together.
3. Follow the Leader	The person at the front is the leader. They keep the basic step and add a fun move (like clapping, waving, or jumping).
4. Take Turns	After a short time, the leader moves to the back of the line. The next person becomes the leader and adds a new move.
5. Keep the Rhythm	Stay in step with the beat and copy the leader's move. Try not to bump into the person in front of you!
6. End with a Pose	When your group finishes the dance, freeze in a fun ending shape together.

Group Assessment

Rate your group's performance.

Criteria	Rating Description	Rate (Colour the stars)
Basic Step Accuracy	Our group used the correct Conga Line step (step-step-step-kick) and stayed together in rhythm.	☆ ☆ ☆ ☆ ☆
Leader Movement	Our leader added a clear, fun move and our group followed it smoothly.	☆ ☆ ☆ ☆ ☆
Creativity in Movement	Our group added unique and expressive moves that made the Conga Line exciting.	☆ ☆ ☆ ☆ ☆
Expression and Energy	We danced with smiles, and enthusiasm, making the performance fun to watch.	☆ ☆ ☆ ☆ ☆
Team Collaboration	Everyone took turns leading and followed the moves respectfully and safely.	☆ ☆ ☆ ☆ ☆
Musicality and Timing	We stayed in time with the music and changed leaders at the right moments.	☆ ☆ ☆ ☆ ☆
Safe and Spatial Awareness	Our group moved safely, keeping enough space between dancers and avoiding bumping into others.	☆ ☆ ☆ ☆ ☆
Basic Step Accuracy	Our group used the correct Conga Line step (step-step-step-kick) and stayed together in rhythm.	☆ ☆ ☆ ☆ ☆

Let's Dance in Place!

Dance Does Not Always Mean Travelling

Did you know dancers don't have to run or skip across the room to do the amazing moves?

Some of the coolest moves happen when dancers stay in one place. These are called

non-locomotor movements, like twisting, swaying, or stretching. Dancers use their arms, legs, and torso to move without going anywhere.



Going Up, Down, and In Between

Dancers can also move at different levels. You can stretch tall like a tree blowing in the wind (high level), move at your waist (middle level), or crouch and curl like a sleeping cat (low level). Changing levels makes a dance more fun to watch!

Building a Better Dance

When dancers use still movements and mix in high, middle, and low levels, it creates a dance that feels surprising and expressive. Dancers might bend and sway, then reach up high, or curl low while turning. Mixing levels keeps the dance exciting!

Why It's Important

Using levels and non-locomotor moves helps dancers tell a story, show feelings, and make sure the audience doesn't get bored. Even without travelling, you can still dance like a star!

Writing

What is a non-locomotor movement? Write two examples.

Drawing

Draw characters performing in different non-locomotor dance moves.

Fill In The Blanks

Fill in the blanks with the words from the word bank.

When dancers stretch or twist, they stay in one _____ Level

Dancing in one spot can still be _____

Moving at a low, middle, or high _____ makes a dance

look exciting. A dance with many levels looks more

_____. We can reach up _____ or bend down

low to show different levels.

Place

Interesting

Exciting

Activity: Ocean Waves

Objective What are we learning more about?

Students will use non-locomotor movements and levels by pretending to be ocean waves and animals. They will learn to show movement at high and low levels and will create an ocean-themed dance.

Materials What do we need for this activity?

- ✓ Open space
- ✓ Ocean sound effects (optional)



Instructions How do we complete this activity?

- 1) **Warming Up the Waves:** Tell students they are going to be the ocean waves. Lead a warm-up where they sway at a high level, then at a low level. Repeat the motion three times.
- 2) **Exploring the Ocean:** Guide students to practice three ocean motions: sway high like a wave, crash low like a rolling wave, and crawl low like a fish. Remind them to move in one spot and use full-body shapes.
- 3) **Create a Group Ocean Dance:** Divide the class into groups. Each group creates a short dance that includes swaying, crashing, and crawling in a frozen wave shape. Students practise connecting these movements.
- 4) **Sharing and Observing:** One group performs while another watches. The audience tries to name the levels used in the performance. Then the groups switch roles.
- 5) **Reflection:** After all groups have shared, ask students what movements they enjoyed most and how the levels helped show the ocean in their dance.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Shows Movement	Uses swaying, crashing, and crawling clearly during the dance.
Uses Levels	Moves at both high and low levels to show wave and ocean movements.
Works as a Group	Moves together with group members and moves in time with others.
Freezes in a Wave Shape	Ends dance with a strong, creative frozen shape that looks like a wave.
Stays Focused and Safe	Stays focused, uses space carefully, and follows all directions.

Guide

Use the guide below for performance.

What to Do	Body Movement	Why It Helps
Sway side to side at a high level	Stand tall with arms gently waving above your head	Shows the movement of soft, tall waves
Crash down to a low level	Bend knees or crouch down, rolling forward like a crashing wave	Shows a wave hitting the shore
Crawl like a fish at a low level	Stay close to the ground, use hands and knees to move slowly	Shows underwater movement and uses a low level
Use your whole body to show waves	Stretch arms, bend legs, twist your body to show wave shapes	Makes the dance look fun and expressive
Work together in your group	Stay close but not too close, match your group's timing	Helps your group move smoothly and safely
Freeze in a wave shape at the end	Choose high, middle, or low pose with arms shaped like a wave	Gives a strong and creative finish to your dance

Reflection

Answer the questions below

1) What did you learn about using high and low levels in dance?

2) Which ocean was your favourite—swaying, crashing, or crawling?
Why?

3) What shape did your group use at the end of the dance?

Word Search

Find the words in the wordsearch

Stretch	Twist
Travel	Curl
Crouch	Story
High	Bend

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

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Shows Ocean Movements	Movements are unclear and missing.	Some ocean actions are used.	Most movements show ocean ideas.	Clearly shows swaying, crashing, and crawling.
Uses High and Low Levels	Does not use levels.	Uses one level clearly.	Moves between levels with some effort.	Moves between high and low levels smoothly.
Works as a Group	Does not work with the group or others.	Sometimes works with the group.	Works well most of the time.	Works closely with group and stays in time.
Freezes in a Wave Shape	Ends without a clear shape.	Freezes in a wave shape.	Clear wave shape with some effort.	Strong and creative wave shape at the end.
Stays Focused and Safe	Needs reminders to focus and be safe.	Some stays focused.	Focuses most of the time.	Always focused, safe, and follows directions.

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

Dancing Together in Rhythm

What Is Rhythm in Dance?

Rhythm is the beat we hear in music. In dance, we move our bodies to match that beat.

Sometimes we step or hop in time with the music. We also follow the rhythm, so their movements are smooth and exciting. It also helps everyone stay together when dancing in a group.



Why Dancing in a Group?

Dancing with others means we need to listen carefully. We take turns, follow the group's moves, and work as a team. When everyone moves together, the dance looks great and feels fun. Smiling and cheering for each other makes it even better!

Putting It All Together

A great dance has both rhythm and teamwork. This means listening or clapping at the right time and staying in a circle or line with the group. When we do this, our class becomes one big, happy dancing team.

How to Be a Star Dancer

To shine in dance, listen to the beat, follow your group, and always try your best. Remember to stay focused, help your classmates, and enjoy the music. Dancing is more fun when we work together!

True or False

Is the statement true or false?

1) Rhythm helps dancers move at the same time.	True	False
2) You should dance alone and not with others.	True	False
3) Group work is better when everyone works together.	True	False
4) It's okay to ignore others during a dance.	True	False
5) Being focused helps your group dance better.	True	False

Fill In The Blanks

Fill in the blanks with the correct answer.

Dancers use _____ to move together at the same	Listen
time. In a group dance, we need to work _____ to	Together
our classmates. Good dancers should always show	Rhythm
_____ to others. Dancing in a group always feel like	Kindness
we are part of a _____. When we move	Team
_____, we can stay close and dance as a _____.	

Multiple Choice

Circle the letter that contains the correct answer.

1) What helps dancers move at the same time?
A. Running fast B. Clapping loudly C. Keeping a steady beat
2) What does dancing in a group help us learn?
A. How to sing B. How to move together C. How to jump higher
3) What should dancers do to stay in rhythm?
A. Talk to each other B. Listen to the music C. Sit down

Activity: Waka Waka Wave

Objective

What are we learning more about?

Students will learn how dance can express unity and celebration. They will use arm waves and hip movements in wavy pathways, learning how space and body movement come together to tell a story through dance.

Materials

What do we need for our activity?

- ✓ "Waka Waka" dance video (if appropriate)
- ✓ Open space
- ✓ Music player and speaker
- ✓ "Waka Waka" dance Handout Guide for groups



Instructions

How do we complete the activity?

- 1) **Watch & Warm-Up:** Show a short video of the "Waka Waka" dance clip. Warm up with stretches, shoulder rolls, and simple arm waves. Get ready.
- 2) **Learn the Moves:** Teach smooth hip shakes and arm waves. Practise moving arms like a ripple and using the hip movements to the rhythm and joy.
- 3) **Wavy Pathways:** In a line, students travel through space in curvy or zigzag pathways. They practise moving from a tight group and spreading out like a celebration wave.
- 4) **Group Practice:** Divide the class into small groups. Each group uses the Guide to practice: starting close together, travelling out, using arm and hip movements, and ending in a fun team pose.
- 5) **Performance:** Each group shares their version of the Waka Waka Wave for the class. The goal is to dance together, use the space, and move with the music.
- 6) **Reflection:** Ask students how it felt to dance in a group and what made their movements feel like a celebration.

How-To Guide

Practice these steps for a better performance.

Step	What to Do
1. Group Shape	Start by standing close together in a circle or tight group. Feel connected like one team!
2. Arm Wave Practice	Practice moving your arms like a wave—soft and smooth. Pass the wave from one hand to the other. Try it high and low.
3. Hip Shake	Gently sway your hips side to side to match the music's beat. Keep it smooth and controlled.
4. Move Together	Begin moving in a wavy or circular pathway across the space. Stay together like a team crossing a river.
5. Expand Outward	As you dance, slowly spread out to fill the space. Keep waving and shaking! Fill up to the edges!
6. Celebration Pose	Finish your dance with a fun group cheer pose (e.g., arms up, big smile, team shape). Celebrate your unity!

Colouring

Colour the image below with your favourite colours.



Word Search

Find the words in the words

Hip	Shake
Wave	Arm
Spread	Expand
River	Pose

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



Workbook Preview



Ontario – Arts Curriculum

Grade 2 – Music

	Learning Experiences	Pages
C1.1	Sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods	35-38, 61-63
C1.2	Apply the elements of music when singing, playing an instrument, and moving	7-10, 14-17, 19, 28-31, 42-46, 83-84
C1.1	<p>Preview of 15 activities from this unit that contains 27 activities in total.</p>	
C1.1		
C1.1		
C2.1		
C2.2	used for different purposes in the music they perform, listen to, and create	40-41, 47-48, 52-60, 67-76, 80-82, 85-87
C2.3	Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members	11, 18, 32, 39, 54, 64, 79
C3.1	Identify reasons why people make music in their daily lives, and describe contexts in which they make music	77-78
C3.2	Identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places	22-25, 69-72, 77-78, 86-87

Feel the Beat!

What Is Duration?

Duration is how long or short a sound is in music.

Some sounds are quick like a snap. Others are slow like a stretch. When we listen to music, we can hear how sounds change in duration.



Meet the Rhythm Friends

In class, we use fun rhythm words to help with notation.

"Ta" is a short sound. "Ta-ah" is a long sound. Tap "ta" once, and "ta-ah" takes more time. These sounds help us feel the beat.

Clap and Move the Rhythm

We don't just hear rhythm; we can see and feel it. Tap your hands on "ta, ta, ta-ah."

You can also stomp your feet or tap your legs to make the sound. Some students even use arms to make the shape of the beat.

Why It Matters

Understanding duration helps us read and play music. It also makes singing and dancing more fun! When we know how long each sound lasts, we can move with the music like real musicians.

Fill In The Blanks

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

WORD BANK

rh

bodies

ta-ah

ta

singers

- 1) A short sound _____.
- 2) A long sound _____.
- 3) When we move with the _____.
- 4) We can use our _____ to show music shapes.
- 5) Learning about duration helps us _____.

Drawing

Draw someone playing a musical instrument

Activity: Rhythm Moves with Body Percussion

Objective What are we learning more about?

Students will represent musical note durations (quarter, eighth, and half notes) using body percussion like clapping, stomping, and patting. They will create and perform their own rhythm patterns using these movements.

Materials What is needed for our activity?

- ✓ Open space to move
- ✓ Rhythm cards or tape
- ✓ Whiteboard or chart paper (for teacher use)



Instructions How do we complete this?

- 1) Body Percussion Practice:** Learn what each movement is like:
 - **Quarter note ("ta")** = 1 clap
 - **Eighth notes ("ti-ti")** = 2 quick pats on the lap
 - **Half note ("ta-ah")** = 1 stomp that is long
- 2) Try It Together:** The teacher claps a pattern (e.g., ta-ah). Students copy the rhythm using the correct body percussion (claps, pats, or stomps).
- 3) Make Your Own Pattern:** Students choose 4 beats and decide which movements to use (e.g., pat, clap, pat-pat, stomp). Practice it smoothly.
- 4) Movement Challenge:** In small groups, students perform the pattern using only body percussion, no voice! The rest of the class tries to guess the rhythm by watching.
- 5) Freeze & Follow (Optional Twist):** Play a rhythm pattern. Students perform it with movements but must *freeze* when the teacher says "Stop!" and then continue again when told.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Uses Rhythm	Claps, pats, or stomps to match the correct rhythm note (ta, ti-ti, ta-ah).
Keeps a Steady Beat	Performs each rhythm pattern without speeding up or slowing down.
Creates a Rhythm Pattern	Makes a clear 4-beat pattern using different body percussion sounds.
Echoes Patterns Accurately	Repeats another's body percussion rhythms with the correct functions.
Participates in the Group	Joins the group respectfully and works with others during music activities.

Planning

Answer the questions below.

1) How can you make sure your rhythm pattern has 4 beats?

2) What should you do if you forget part of your pattern during the performance?

Rhythm Cards

Use these 4-beat rhythm combinations for your activity.

Card #	Rhythm Pattern	Beat Count
1	ta ta ta ta	1 1 1 1
2	ta ti ta ti	1 1 1 1
3	ti-ti ti ta	1 1 1 1
4	ta-ah ta ti	2 1 1
5	ti-ti ta ta-ah	1 2
6	ta-ah ta-ah	2
7	ta ti-ti ti-ti ta	1 1 1 1
8	ti-ti ta-ah ta	1 2 1

Peer-Assessment

Rate your friend's performance.

My name is _____.

When your friend performs, which performance are you rating? _____

Criterion	Rating Description	Rate (Colour the stars)
Matched the Rhythm	They used the correct body movements for each rhythm (clap, stomp, etc.).	☆☆☆☆☆
Stayed on the Beat	They stayed on the beat without speeding up or slowing down.	☆☆☆☆☆
Made Their Own Pattern	They created a rhythm pattern with 4 beats and performed it clearly.	☆☆☆☆☆
Echoed the Pattern Well	They copied the rhythm pattern from the teacher or partner performance.	☆☆☆☆☆
Stayed Focused	They listened, watched, and were ready to take part when it was their turn.	☆☆☆☆☆
Worked With a Partner	They took turns, shared ideas, and showed kindness while working in pairs or groups.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Uses Correct Movements	Used incorrect movements or movements missing or didn't match notes	Tried some correct moves but made several mistakes	Used correct movements most of the time	Used all the correct movements for each note type
Keeps a Steady Beat	Beat was off or down	Beat was steady sometimes	Kept a steady beat most of the time	Performed with a steady beat the whole time
Creates a Rhythm Pattern	Pattern unclear or too short	Created a pattern but missed some notes	Created a clear 4-beat pattern	Created a strong, creative, and clear 4-beat rhythm pattern
Echoes Patterns Accurately	Did not echo or echoed incorrectly	Tried to echo but used wrong movements	Echoed most patterns with the right movements	Echoed all patterns clearly and with accuracy
Participates in the Group	Did not participate or distracted others	Participated but needed reminders	Participated and responded	Always participated kindly and worked well with others

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

The Shape of Sound

What Is Pitch?

Pitch is how a sound is. A bird's chirp is a high pitch. A drum is a low pitch. In music, we use different pitches to make songs more interesting.



How Songs Move

When we sing a song, the pitch can go up, down, or stay the same. This is called a melody. A melody is a musical path. Our ears can hear it, but our eyes can see it when we draw it!

Drawing Melody Maps

A melody map shows the direction of a song. We use lines, curves, or dots to show if the notes go higher or lower. Drawing the map helps us follow the shape of the music.

Why It's Important

Melody maps help us understand how music moves. They make it easier to sing, listen, and enjoy the song. Next time you hear music, try to follow the pitch with your voice and your hands!

Colouring

Colour the picture below.



Word Search

Find the words in the wordsearch.

Pitch	Sound
Melody	Notes
Music	Draw
Map	Sing

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

Activity: Drawing Melody Paths

Objective What are we learning more about?

Students will learn about pitch by singing short patterns and drawing curved lines to show the melody going up or down, helping them connect sound with visual shapes.

Materials What do we need for our activity?

- ✓ Large paper or whiteboard
- ✓ Markers or crayons
- ✓ Familiar short melody (e.g., "so-la")
- ✓ Optional: whiteboard with simple shapes



Instructions How do we complete this activity?

- 1) **Warm-Up:** Start by humming together. Put your hand on your chest and feel the vibration. Try humming a high note and a low sound. Can you stretch your voice like a slide?
- 2) **Echo and Trace:** The teacher sings a short melody using mi-la. Students echo the melody and use their fingers to trace the shape of the melody in the air, up, down, or level.
- 3) **Melody Map Drawing:** Now, each student draws the shape of the melody on paper. For example, a line that goes up then down for mi-la, with dots, or arrows!
- 4) **Listen and Draw Challenge:** The teacher sings a "mystery" melody. Students listen carefully and draw the shape they hear. Then, the teacher reveals the correct shape on the board. Did you get it?
- 5) **Partner Melody Match (Optional):** Take turns with a partner. One sings a melody, and the other draws the shape. Switch roles and try again!

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Listens to the Melody	Focuses carefully when the teacher or partner sings the melody.
Traces Pitch in the Air	Uses finger to follow the melody in the air as they listen.
Draws Melody Shapes Clearly	Shows the melody direction with curved lines that go up, down, or straight.
Echoes the Pitch Correctly	Sings back the melody using the right high and low sounds.
Works Well with a Partner	Takes turns singing and drawing respectfully during partner activities.

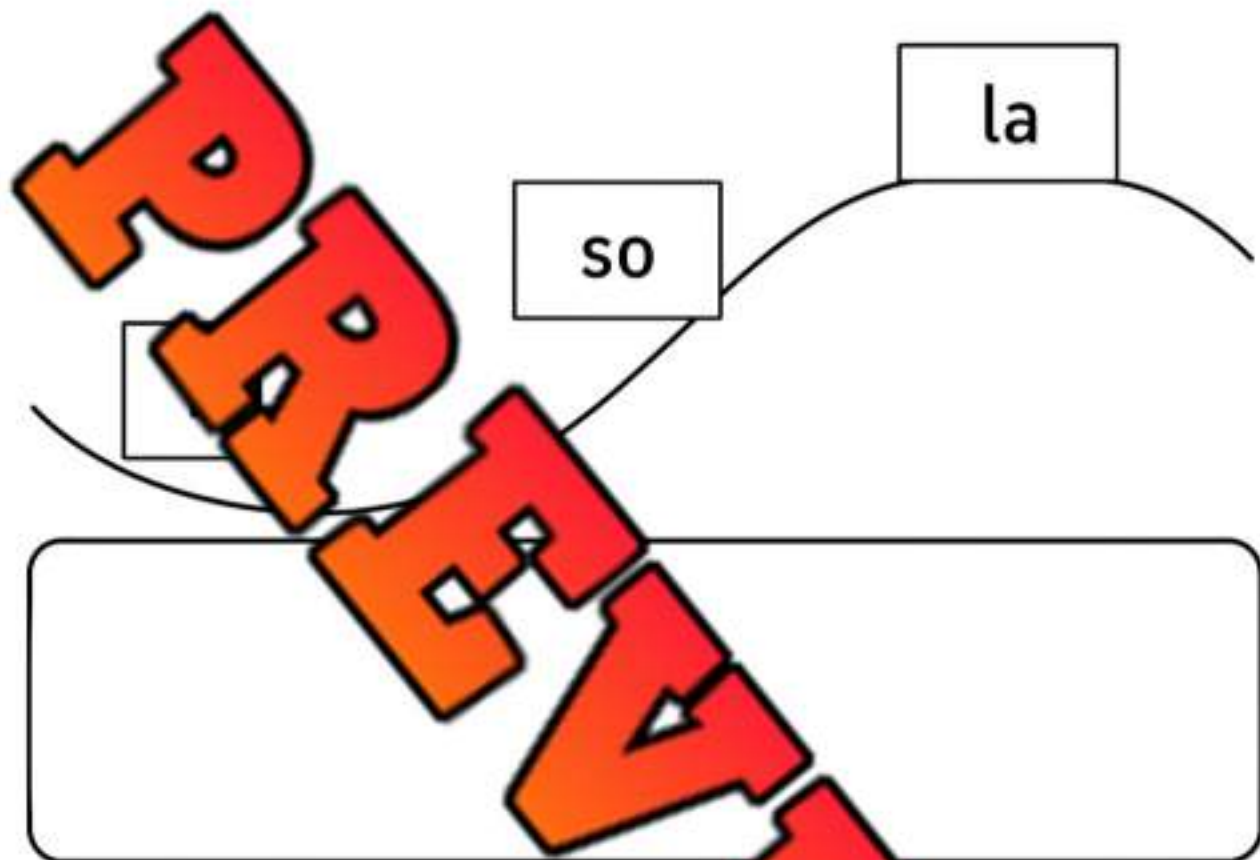
Melodies

Sing these familiar short melodic phrases to the students.

Melodic Phrase	Pitch Movement	Suggested Hand Movement
mi - so - la	goes up	hand rises step by step
la - so - mi	goes down	hand lowers step by step
mi - mi - so	repeats, then goes up	flat, then a jump up
so - la - so	up, then down	rise, then drop
mi - so - mi	up, then back down	arch shape
la - la - so	repeats, then down	straight, then dip
so - mi - so	down, then back up	down, then lift
mi - la - so	up, then down	curve up and drop

Draw

Draw your partner's melody pattern in the space below.

**Reflection**

Answer the questions below

1) What pitch did you use first in your melody? (do, re, mi, fa, so, la)

2) What did you like about the activity?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Listens	Did not listen or looked away	Listened sometimes but needed reminders	Listened most of the time	Focused the whole time and listened carefully
Echoes Pitch	Did not echo	Echoed parts but missed notes	Echoed the melody correctly	Echoed pitch clearly and matched it with the original
Draws Melody Shape	Did not draw or line did not show pitch	Drew shapes that were unclear or did not match the melody	Drew shapes that showed pitch movement	Drew clear and matching shapes that followed the melody's pitch
Moves with Pitch	Did not show pitch with body or hand	Tried to show pitch	Used body or hand to show pitch sometimes	Always used hands or body to show pitch clearly
Works with Partner	Did not help or take turns	Helped a little or needed reminders	Worked with partner and respected melody	Took turns, helped partner, and worked kindly the whole time

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

Discovering Musical Timbre

What Is Timbre?

Timbre (Tim-ber) is the word we use to talk about how an instrument or sound feels or sounds.

It helps us tell the difference between

instruments. A drum and a flute can play the same note, but they sound very different. That's because they have different timbres!



Meet the Instrument Families

Musical instruments are grouped into families based on how they make sound:

- String instruments make sound when strings are plucked or bowed. (Example: guitar, violin)
- Wind instruments make sound when air is blown into them. (Example: flute, trumpet)
- Percussion instruments make sound when we hit them, or shake them. (Example: drum, triangle)

Why Is Timbre Important?

When we listen to music, we use timbre to know what instruments we're hearing.

Learning timbre helps us become better listeners and musicians. The more we listen, the more we understand what makes each instrument special!

Matching

Draw a line to match the instrument to its family.

Drum

String

Percussion

Flute

Wind

Violin

String

Triangle

Percussion

Trumpet

Wind

Colouring

Colour the pictures below



Game: What's That Sound?

Objective

What are we learning more about?

Students listen to the unique sounds of different musical instruments, guess which instrument family it belongs to, and identify whether it belongs to the string, wind, or percussion family. They help them learn to describe and compare timbres.

Materials

What do we need for our activity?

- ✓ Audio player or computer speakers
- ✓ A short YouTube playlist of various instrument sounds
- ✓ Instrument picture cards or chart
- ✓ "String / Wind / Percussion" sound cards
- ✓ Paper and crayons for drawing or writing guesses



Instructions

How do we complete the activity?

- 1) **Warm-Up Sound Talk:** Begin with a quick chat. "What makes a violin sound different from a drum?" Play a few sample instrument sounds and discuss the difference in their sounds (bright, smooth, buzzy, etc.).
- 2) **Let's Play the Game:** On YouTube, find the "Guess the Instrument" video. Students listen closely and circle which instrument family it comes from.
- 3) **Discussion:** Discuss after each one how they made their decision.
- 4) **Reflection:** Have students fill in the reflection sheet, drawing musical instruments that belong to each family, as well as describing each family's sound.

Listen

Is the sound coming from a string, brass, wind, or percussion instrument?

1)	Woodwind	Brass	String	Percussion
2)	Woodwind	Brass	String	Percussion
3)	Woodwind	Brass	String	Percussion
4)	Woodwind	Brass	String	Percussion
5)	Woodwind	Brass	String	Percussion
6)	Woodwind	Brass	String	Percussion
7)	Woodwind	Brass	String	Percussion
8)	Woodwind	Brass	String	Percussion
9)	Woodwind	Brass	String	Percussion
10)	Woodwind	Brass	String	Percussion
11)	Woodwind	Brass	String	Percussion
12)	Woodwind	Brass	String	Percussion
13)	Woodwind	Brass	String	Percussion
14)	Woodwind	Brass	String	Percussion
15)	Woodwind	Brass	String	Percussion
16)	Woodwind	Brass	String	Percussion
17)	Woodwind	Brass	String	Percussion
18)	Woodwind	Brass	String	Percussion
19)	Woodwind	Brass	String	Percussion
20)	Woodwind	Brass	String	Percussion

Reflection

Answer the questions below

- 1) a) Draw musical instruments that belong to the **percussion** family.

- b) Describe how a percussion instrument sounds.

- 2) a) Draw musical instruments that belong to the **brass** family.

- b) Describe how a brass instrument sounds.

Reflection

Answer the questions below

3) a) Draw musical instruments that belong to the **woodwind** family.

b) Describe how a woodwind instrument sounds.

4) a) Draw musical instruments that belong to the **string** family.

b) Describe how a string instrument sounds.

Parts of a Song

What Makes a Song?

Songs have different parts. Some parts tell a story, and some parts repeat back again and again. When we listen closely, we can hear when something repeats. This helps us follow the music and sing along!



What Is a Chorus?

A chorus is the part of the song that usually has the same words and melody every time. The chorus is the repeating part and the easiest to remember! If you hear a part more than once, it's probably the chorus.

What Is a Verse?

A verse is the part that changes. The music may stay the same, but the words are different. Verses help tell the story of the song.

Why Is This Important?

When we understand which part is the verse and which part is the chorus, it helps us follow the pattern of the song. This makes listening, singing, and performing much easier and more fun!

Fill In The Blanks

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

WORD BANK

story

chorus

words

music

- 1) The part of a song that comes back again and again is called the _____.
- 2) The verse helps tell the _____ of the song.
- 3) The _____ in a song can be the same, but the _____ are different.
- 4) The _____ is the part of the song that usually changes.
- 5) The chorus often has a strong and _____ melody.

Word Search

Find the words in the word search.

Verse	Melody
Song	Pattern
Repeat	Chorus
Story	Catchy

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

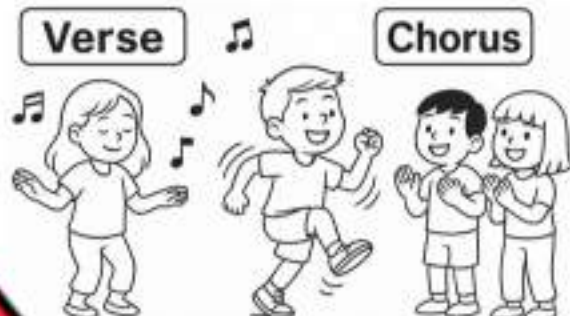
Activity: Verse or Chorus?

Objective Where are we learning more about?

Students will learn the form of a song by learning to hear the difference between verses and choruses. They will match each part with a different movement and perform while singing.

Materials What do we need for our activity?

- ✓ A simple song with a chorus and verse (e.g., This is a Song)
- ✓ Music player or live performance (optional)
- ✓ Open space for movement



Instructions How do we complete the activity?

- 1) **Learn the Song:** Teach the class a simple song with at least one verse and one chorus. Sing it slowly, one part at a time.
- 2) **Assign the Movements:**
 - 1) **Verse** = Sway side to side or March slowly in place
 - 2) **Chorus** = March or clap in rhythm or Step lightly and jump a bigPractise each movement until students can perform them easily.
- 3) **Sing and Move Together:** Sing the full song. Students perform the verse and switch for the chorus. Please encourage them to sing and move at the right time.
- 4) **Guess the Part:** Sing the song again, but this time don't tell them which part you're starting with. Let them listen and choose the correct movement.
- 5) **Freeze and Think (Challenge Round!):** During the song, pause and say "Freeze!" Students freeze and whisper: "Verse" or "Chorus." Then continue singing.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Knows the Song	Sings the verse and chorus parts confidently.
Shows Verse Movement	Uses the correct movement during each verse.
Shows Chorus Movement	Uses the correct movement during each chorus.
Switches at the Right Time	Changes movement when the part of the song changes.
Stays Focused and Participates	Joins in the whole time and follows the teacher and music carefully.

Song

Use the song below for the activity.

This Land Is Your Land

Chorus:

This land is your land, this land is my land
From Bonavista to Vancouver Island
From the Arctic Circle to the Great Lake waters
This land was made for you and me

Verse 1:

As I walked that ribbon of highway
I saw you on that endless skyway
I saw you on that golden valley
This land was made for you and me

This land is your land, this land is my land
From Bonavista to Vancouver Island
From the Arctic Circle to the Great Lake waters
This land was made for you and me

Verse 2:

I've roamed and rambled, and I found my steps
To the sparkling sands of her diamond shores
And all around me, a voice was calling
This land was made for you and me

Chorus:

This land is your land, this land is my land
From Bonavista to Vancouver Island
From the Arctic Circle to the Great Lake waters
This land was made for you and me

Peer-Assessment

Rate your friend's performance.

My name is _____.

Whose performance are you rating? _____

Criterion	Rating Description	Rate (Colour the stars)
Knew the Chorus and Verse	They could tell the difference between the verse and the chorus.	☆☆☆☆☆
Did the Right Movements	They did the right movement for the verse and the chorus.	☆☆☆☆☆
Stayed Focused	They paid attention to the teacher and changed actions at the right time.	☆☆☆☆☆
Moved with Energy	They moved with energy and followed the class rhythm.	☆☆☆☆☆
Sang with the Group	They joined the singing parts with confidence and matched pitch when possible.	☆☆☆☆☆
Helped Friends	They were kind, shared ideas, and helped others remember what to do.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Knows the Lyrics	Did not sing or didn't know the lyrics	Sang a little but not clearly	Sang most parts clearly	Sang all parts with confidence
Shows Verse Movement	Didn't show any movement during verses	Tried but used wrong movements	Showed correct movement sometimes during verses	Showed the correct movement in every verse
Shows Chorus Movement	Didn't show any movement during choruses	Tried but used wrong movements	Showed correct movement sometimes during choruses	Showed the correct movement in every chorus
Switches at the Right Time	Changed too late or too early most of the time	Changed sometimes	Usually switched at the right time	Always switched right on time with the music
Stays Focused and Participates	Didn't join or was distracted	Participated with many reminders	Participated most of the time	Stayed focused and joined in the whole activity

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Music Gets Loud and Soft

What Are Dynamics?

Dynamics are how loud or soft music is. Sometimes music is very quiet, like a whisper. Other times, it's loud, like thunder! Loud and soft sounds help make music exciting.



Why Are Dynamics Important?

When music gets louder or softer, it helps tell something. A soft sound might feel calm or sleepy. A loud sound might feel excited. Musicians use dynamics to help tell a story with music.

How Do We Show Dynamics?

We can show dynamics in many ways. We can use our voices getting louder or softer. We can move our hands big and wide for loud sounds or small and slow for quiet sounds. We can even draw lines going up or down to show how music changes.

Let's Try It!

Next time you hear music, listen for the quiet and loud parts. Try moving your body to match the sound. That's how we show dynamics!

True or False

Is the statement true or false?

1) Music is always loud like thunder.	True	False
2) A soft song can make you feel calm or sleepy.	True	False
3) Volume is a way to show how loud or soft music is.	True	False
4) Dynamics are about how fast the music goes.	True	False
5) Musicians use volume to help tell a story.	True	False

Questions

Answer the questions below

1) Why do musicians use volume?	
2) How does loud music make you feel?	

Draw

Draw two pictures: one showing loud music and one showing quiet ones.

Quiet Music	Loud Music

Activity: Drawing the Music!

Objective What are we learning more about?

Students will learn the concept of dynamics by listening to music and showing the changes in volume through drawing. They will learn how music can get louder (crescendo) or softer (decrescendo) and express these changes using crayons and movement.

Materials What do we need for our activity?

- ✓ Crayons (at least 2 colors)
- ✓ Large sheet of drawing paper
- ✓ Audio device with speaker
- ✓ A song that clearly crescendos and decrescendos (e.g., "The Surprise" by Haydn or "Morning Mood" by Grieg)



Instructions How do we complete the activity?

- 1) **Listen First:** Sit quietly and listen to the song carefully. Try to notice when the music gets louder or softer.
- 2) **Draw the Sound:** When the music gets **louder**, draw a line that **grows bigger** (thicker or higher). When the music gets **softer**, draw a line that **gets smaller** (thinner or lower).
- 3) **Try a Movement Match (Challenge):** As the music plays again, stand up and try using your hands or body to show the change in sound:
 - Move **higher or bigger** when it's getting louder.
 - Move **lower or smaller** when it's getting softer.
- 4) **Compare and Share:** After drawing and moving, talk with a partner. Did you hear the same changes in the music? What did it feel like?

Tips

Use the tips below to help in your drawing.

Tip	How It Helps
Listen for Changes in the Music	Helps you know when to switch movements from A to B.
Watch the Teacher's Moves	If you're not sure, the teacher's moves can guide you.
Use Big Movements	Makes it easier to show each section and stay focused.
Stay in Your Space	Keeps everyone safe while moving to the music.
Think Like a Form Detective	Helps you guess which part is coming next, A or B?

Songs

Play the tunes below for the

Song Title	Composer/Artist	Why It's Helpful
<i>Morning Mood</i>	Edvard Grieg	Starts softly, grows louder, then descends and fades gently.
<i>The Surprise Symphony (2nd Mvmt)</i>	Joseph Haydn	Features gentle, playful build-ups and sudden jumps, ending the "surprise."
<i>Hall of the Mountain King</i>	Edvard Grieg	Grows louder and louder (piano to fortissimo), then returns to quiet sections.
<i>Peter and the Wolf (Finale)</i>	Sergei Prokofiev	Alternates between soft storytelling music and bold, loud parts.
<i>Dance of the Sugar Plum Fairy</i>	Pyotr Ilyich Tchaikovsky	Has quiet beginning, builds in the middle, then softens again near the end.

Reflection

Answer the questions below.

1) How did you know when the music got louder?

2) How did you know when the music got softer?

3) Was it easier to draw when the music change?

Colouring

Colour the picture below.



Activity: Tempo Toss

Objective What are we learning more about?

Students will understand duration and tempo by tossing a beanbag or soft ball to the beat of music. They will practise moving with a steady beat and adjusting to changes in speed.

Materials What do we need for our activity?

- ✓ One beanbag or soft ball
- ✓ A speaker or music player
- ✓ A playlist of songs with different tempos (fast and slow)



Instructions How do we complete the activity?

- 1) **Warm-Up:** Begin by clapping a steady beat together as a class. Say "ta" for each beat to help students feel the rhythm.
- 2) **Partner Toss Practice:** In pairs, students stand facing each other with space between them. Begin tossing the beanbag back and forth on the teacher's steady beat (start with a slow tempo).
- 3) **Music Toss Game:** Play a song with a slow, steady tempo.
 - 1) Students toss the beanbag back and forth to match the beat.
 - 2) After 20–30 seconds, switch to a faster tempo song.
 - 3) Students adjust the speed of their toss to stay on the beat.
 - 4) Repeat with different tempos (include one with a clear change from slow to fast or vice versa).
- 4) **Challenge Round:** Call out "freeze" at random, then resume music with a new tempo. Students must listen and instantly adjust the speed of their toss.
- 5) **Extension Twist (Optional):** For an added challenge, students must move their feet to the beat (side steps or on-the-spot marching) while tossing.

Peer-Assessment

Rate your friend's (partner pair) performance.

My name is _____.

Who are you rating? _____

Criterion	Rating Description	Rate (Colour the stars)
Tossed to the Beat	They tossed the beanbag or ball to the steady beat of the music.	☆☆☆☆☆
Changed Tempo Well	They changed the speed when the music got slower.	☆☆☆☆☆
Focused and Listened	They listened carefully to the tempo and worked with their partner.	☆☆☆☆☆
Moved Safely	They tossed gently and moved so no one got hurt.	☆☆☆☆☆
Completed All Challenges	They tried all the fast and slow tempos during the activity.	☆☆☆☆☆
Helped Others	They shared, gave tips, and encouraged their partner or group.	☆☆☆☆☆

Making Music with Words

What Is Rhythm?

Rhythm is a pattern of sounds in music. Just like clapping to a song, rhythm helps us know when to start and stop sounds.

Words Can Be Rhythmic

We can turn words into a rhythm when we speak, some words are short and some are long. In music, we use short sounds like "ta" (for one beat) and "ti-ti" (for two quick beats).

Example:

- "Apple" = ti-ti
- "Pear" = ta
- "Watermelon" = ti-ti ti-ti

Telling Stories with Rhythm

We can clap or tap out the rhythm of a story. If we say, "I saw a cat," we could clap: ta ta ta. If we say, "The big brown bear," we clap: ta ti-ti ta. This makes stories more fun and musical!

Why It Matters

Using rhythm to tell stories helps us listen, count beats, and have fun with music!



Fill In The Blanks

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

WORD BANK

ng

words

hm

syllables

- 1) When we _____ can match _____ to beats.
- 2) We can turn _____ into music using _____.
- 3) Music and words can be _____ together to make a fun _____.
- 4) A rhythm pattern can _____ made from _____ we say.

Colouring

Colour the picture below



Activity: Write Your Own Verse

Objective What are we learning more about?

Students will be able to perform a short verse using familiar rhythms and pitch patterns ("mi," "so," and "la"). They will build confidence in making music together and sharing it with others.

Materials What do we need for our activity?

- ✓ Known classroom song (e.g., "Rain, Go Away" or "Twinkle, Twinkle, Little Star")
- ✓ Optional: percussion instruments (e.g., tambourine, hand drum)



Instructions How do we complete our activity?

- 1) **Listen Together:** Sing a well-known classroom song together once or twice. Talk about how the song is built using rhythms and pitch patterns.
- 2) **Create New Lyrics:** As a class, choose a topic (e.g., pizza, pets). Use rhythm syllables ("ta," "ti-ti") to create a new verse that fits the melody of the original song but with new words on the chosen topic.
- 3) **Add Simple Notes:** Use "mi," "so," and "la" to help build a melody that matches your words. Sing it slowly together as you build.
- 4) **Practise and Add Movement (Optional):** Add small actions or movements to match the beat of your verse. Practise your new verse with the original song.
- 5) **Perform and Share:** Sing your new verse for another class or group. Invite them to clap along or sing with you!
- 6) **Challenge (Optional):** Try making a second verse using different rhythms or starting notes!

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Adds	Helps create a new line or verse using familiar words or ideas.
Uses "mi," "so," and "la"	tries to use the pitch notes "mi," "so," and "la" when singing or singing.
Stays on	Keeps a steady rhythm when clapping or performing the new verse.
Works with the Group	Shares ideas and listens to others during the group performance.
Performs with Confidence	Helps the class sing or performing the verse for an audience.

Do's & Don'ts Follow the do's and don'ts below for a better performance.

Do's	Don'ts
Help your group write a new line for the song	Don't talk back or ignore their ideas.
Use "mi," "so," and "la" in your new verse	Don't make sounds that don't match the song.
Keep a steady beat while clapping or singing	Don't rush or slow down.
Listen carefully when others are performing	Don't interrupt during the performance.
Have fun and try your best	Don't worry if your idea isn't used every time.

Name: _____

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Curriculum Connection
C1.1, C1.3, C1.4

Short Answer

Write the new verse your group added to the song.

Handwriting practice lines for writing the new verse.

Drawing

Draw a picture of something from the verse you added.

Large drawing area for illustrating the verse.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Adds	Did not help build a new line or help others.	Helped a little but needed lots of help.	Shared a simple idea for the new line.	Shared a clear idea and helped build a new line with the group.
Uses "mi," "so," and "la"	Did not use them.	Tried but used them incorrectly.	Used some pitch notes correctly.	Used all pitch notes clearly and correctly in the verse.
Stays on Beat	Lost the beat or clapped off rhythm.	Stayed on beat but needed help.	Stayed mostly on beat while performing.	Always stayed on beat with clear rhythm.
Works with the Group	Did not listen or share ideas.	Shared but did not listen.	Shared and listened sometimes.	Shared great ideas and listened carefully to others.
Performs with Confidence	Did not join the class performance.	Joined but looked uncomfortable or shy.	Performed with the group but not confidently.	Performed proudly and confidently with the class.

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

Same Song, Different Sound

What is Musical Style?

Musical style is how we play music sounds. Even if two people play the same song, it can sound very different. One person might play it slowly and softly. Another person might play it fast and loudly. These differences are part of musical style.



Why Do Styles Sound Different?

Musical styles change with the person and the instruments they use. A guitar might sound calm, while drums can sound loud and strong. Some music sounds happy, and some sounds sad. This is why musical style can change the mood.

How Music Makes Us Feel

Different musical styles make us feel different emotions. A soft song can make us feel calm. A fast song can make us feel excited. Everyone feels music in a different way, and that is okay!

Let's Listen and Share

When we listen to music, we can talk about what we feel and hear. Sharing our thoughts helps us learn more about musical style.

Fill In The Blanks

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

WORD BANK

instruments

different

style

calm

tempo

- 1) Music can be _____ depending on who plays it.
- 2) A musical _____ is how a song is played and felt.
- 3) A slow and soft song can _____.
- 4) The same _____ can feel _____ when the _____ or _____.

Colouring

Colour the picture below.



Memory Game: Symbol to Sound Match-Up

Objective What are we learning more about?

Students will demonstrate their understanding of music symbols, terms, and instruments by matching them to their meanings or sound categories. They will practise identifying pitch, duration, and timbre.

Materials What do we need for our game?

- ✓ A set of cards with music symbols or instrument names (e.g., "crescendo", etc.)
- ✓ Matching cards with definitions or descriptions ("two eighth notes", "louder", "a percussion instrument")
- ✓ Optional: simple percussion instruments for sound demonstration





Steps How do we play the game?

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

Cards

Memory Game Cards

Job	Natural Resource
	One eighth note
	Two eighth notes joined together
Drum	percussion instrument played by hitting
Crescendo	Gets louder slowly
Piano (p)	Play softly

Cards

Memory Game Cards

Job	Natural Resource
Fort (f) (f)	Play loudly
Triangle	A metal instrument that rings when struck
Violin	A stringed instrument played with a bow
Flute	A woodwind instrument that you blow into to make sound
Quarter Note (♩)	One beat

Cards

Memory Game Cards

Job	Natural Resource
Handbell	A percussion instrument which jingles
Legato	Play smoothly and connected
Staccato	Play short and detached
Trumpet	A brass instrument played by blowing and pressing
Xylophone	A percussion instrument with wooden bars

PERFORMANCE