



Preview – Information



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

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

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

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

rob@supersimplesheets.com



Workbook Preview



Ontario – Arts Curriculum

Grade 5 – Drama

| | Learning Experiences | Pages |
|------|--|---------|
| B1.1 | engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places | 5-32 |
| B1.2 | demonstrate an understanding of the element of role by selectively using some other elements of drama (e.g., time and place, relationship), to build belief in a role and establish its | 33-52 |
| B1.3 | | 3 |
| B1.4 | | 2 |
| B2.1 | | 8 |
| B2.2 | used to communicate and reinforce the intended message in their own and others' drama works | 83-88 |
| B2.3 | identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members | N/A |
| B3.1 | describe forms of process drama, theatre, storytelling, and visual representation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities | 89-102 |
| B3.2 | demonstrate an understanding of the broader world of drama and theatre by identifying and describing the roles and responsibilities of key theatre personnel | 103-111 |

**Preview of 15 activities
from this unit that
contains 18 activities in
total.**

Activity: Voices of the World

Objective

What are we learning more about?

To help students understand and convey the emotions and cultural nuances of immigrant stories through vocal expression while enhancing their awareness of diverse communities and their stories.

Materials

What do we need for our activity?

- ✓ Scripts or short excerpts of stories exploring immigrant stories
- ✓ Pens or pencils
- ✓ Paper for reflection writing



Instructions

How do we complete this?

- 1) **Preparation:** Prepare short scripts that highlight various immigrant stories. Ensure the selections have meaningful themes and emotional depth.
- 2) **Pair/Group Work:** Assign students into small groups. Give each group a script/excerpt to read. Encourage them to discuss the story's background and emotions of the characters.
- 3) **Character Exploration:** Instruct students to analyze their characters' emotions, cultural background, and motivations. Ask them to identify specific emotions that they need to portray.
- 4) **Rehearsal:** Allow groups time to practice vocal expression. Help students convey characters' emotions effectively. Emphasize consistent vocal tone, pitch, and volume.
- 5) **Performance:** Each group performs their piece for the class, focusing on vocal expression and storytelling. Encourage attentive listening by all students.
- 6) **Reflection Writing:** After the performances, have each student write a brief reflection about their own performance, the stories they heard, and the emotional impact these stories had on them.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|------------------------------------|---|
| Voice | Speak clearly so that every word is easily understood by the audience. |
| Voice Modulation | Use changes in pitch and tone to reflect the emotions and cultural nuances of your character. |
| Pace | Maintain a steady pace, neither too fast nor too slow, to enhance comprehension and emotional impact. |
| Expression Match | Ensure facial expressions and body language match the emotions being portrayed. |
| Consistent Characterization | Maintain the same voice and characteristics throughout the performance to keep the portrayal consistent and believable. |

Planning

Answer the questions

1) Who is your character?

2) How do you think your character feels about moving to a new place?

3) Can you list the emotions that your character might feel during the scene?

4) How do the emotions of your character change throughout your script?

Cultural Sports Day

Ahmed: (Setting up soccer equipment) Back home, soccer is more than just a game; it's a community event. Everyone plays, and it's always so much fun.

Lara: (Happy) That's what we aim for here too, Ahmed. Everyone's excited about playing soccer today. We want to make it fun for everyone.

Sam: (Bouncing a ball) I've never played soccer with someone from Egypt before. Any special moves? Maybe you can show us?

Ahmed: (Laughing) A few tricks. I can show you some if you like. It's always cool to share new moves.

Ivy: (Joining them) I heard soccer in Egypt is intense. It must be exciting to play in such big matches. Do you get nervous before games?

Ahmed: Sometimes, but it's also really fun playing in front of a big crowd gives you energy.

Coach Thompson: (Approaching the group) Ahmed, we're glad you're sharing your love for soccer with us. It brings everyone together. Your experience is valuable.

Ahmed: (Gratefully) I'm glad to be here. Sports do bridge gaps, I believe. It's amazing how a game can connect people.

Lara: (Nodding) Let's make this a regular thing. Maybe next time you can teach us another game from Egypt. It would be fun to learn something new.

Sam: (Eagerly) Yeah, and we can show you some of our local games. We have a few that are pretty unique.

Ivy: (Excitedly) It's like a world tour but with sports! We can all learn so much from each other. This is going to be awesome!

Coach Thompson: (Smiling) I love this idea. It's great to see everyone so excited and willing to share. This is what sports are all about.

New Home, New School

Lucas: (Looking around nervously) Everything is so different here. I miss playing soccer with my friends back home. It feels strange not to see them every day.

Amira: (Warmly) We have a school soccer team here. Maybe you can join and play with them. It might help you feel a bit more at home.

Lucas: That sounds good, but I really miss Brazilian food. The flavours here are so unfamiliar. I really like the taste of feijoada and pão de queijo.

Zoe: (Curiously) What kind of food do you miss? Maybe our cafeteria can try making some! I'd love to try Brazilian food.

Jayden: (Excited) Yeah, let's help them get it just right! It would be so cool to have a taste of Brazil.

Lucas: (Feeling a bit more at ease) That's amazing. I could definitely help with the recipes. It would be nice to share my home here.

Mrs. Chen: Lucas, sharing your culture can make things a little easier. We're all excited to learn from you. It's a great way to connect with everyone.

Lucas: (Smiling slightly) Thank you, everyone. I would like to share some recipes from home. Cooking together sounds fun.

Amira: (Eagerly) And we'd love to learn some Portuguese too! Will you teach us a few phrases? It would be awesome to greet each other in your language.

Lucas: Sure, I can start with 'hello' and 'thank you'. That's 'olá' and 'obrigado'. It's pretty easy once you get the hang of it.

Zoe: (Happily) Olá, Lucas! You're going to make so many friends here. We will love learning from you.

Mrs. Chen: (Warmly) Exactly, Zoe. Lucas, we're here to make sure this feels like home for you too. We're all in this together.

Lucas: (Feeling hopeful) Thanks, everyone. It means a lot to know I have your support. I'm excited to share my culture with you.

Festival of Stories

Anya: This is a vyvanka, a traditional Ukrainian blouse. We wear it during celebrations. My mom made this one for me.

Kevin: (Curiously) What kind of celebrations do you have in Ukraine? Are they different from here?

Anya: We have many, but my favourite is Ivana Kupala. It involves lots of flowers and singing. It's about summer and nature.

Lila: (Amazed) That sounds beautiful. Do you miss it? It must be hard not being able to celebrate it here.

Anya: Yes, I do. Celebrating it here would make me feel closer to home. It reminds me of my family and friends back in Ukraine.

Noah: (Encouragingly) Let's organize an Ivana Kupala day at school! It could be a new tradition. We can all join in the fun.

Ms. Gupta: (Supportively) That's a wonderful idea. It's important to share and honour our diverse backgrounds. It would be a great learning experience for everyone.

Kevin: (Curiously) Can you teach us one of the songs? It would be cool to learn a traditional Ukrainian song.

Anya: (Brightly) Of course! I'd love to share our songs. Dances are a big part of our culture.

Lila: (Excitedly) This is going to be so much fun. I can't wait! Maybe we can even make flower crowns like you do.

Ms. Gupta: (Smiling) Sharing our stories helps us grow closer as a community. Let's make this a memorable event. Everyone can bring something special from their culture.

Anya: (Feeling hopeful) Thank you, everyone. This means so much to me. I'm excited to share Ivana Kupala with all of you. It will be just like home.

Learning New Ways

Emma: (Looking confused at her schedule) Back home, school was so different. I'm not sure I can keep up here. Everything feels so new and fast.

Ryan: (Cheerfully) Don't worry, Emma! What's the biggest challenge so far? Is it the subjects or something else?

Emma: (Sighs, looking overwhelmed) It's the language, and the classes are so fast. I sometimes miss what the teacher says.

Sara: (Gently) Would you like to study together after school? I can help explain the lessons. We can go over anything you find tricky.

Ryan: (Optimistically) And maybe you could share something about Vietnam? It could help us understand each other better. I bet you have some cool stories.

Emma: (Smiling) I could! I'd love to share more about where I'm from. Vietnam is very special to me.

Sara: (Curiously) What was your favorite thing to do in Vietnam? Did you have any special hobbies or places you liked?

Emma: (Nostalgic) I loved helping my family's stall after school. It was a great way to stay connected with my community. I missed the busy markets and friendly faces.

Ryan: That sounds amazing, Emma. What kind of shop was it? Did you sell anything interesting?

Emma: It was a small grocery shop. We sold fresh fruits and vegetables. I loved talking to the customers and learning from them.

Principal Williams: (Encouragingly) Emma, remember, we're here to support you. Learning from each other is what makes our community strong. Don't hesitate to ask for help when you need it.

Ryan: (Enthusiastically) And we're eager to learn! Sharing your experiences will make this a richer place for all of us. We can all grow together.

Sara: (Supportively) Exactly! And maybe we can try some Vietnamese snacks or recipes together. That would be fun and delicious!

Emma: (Feeling hopeful) Thank you, everyone. This means a lot to me. I'm excited to share my culture with you and learn from all of you too.

Market Day Mix-Up

Linh: (Arranging her goods, looking a bit uncertain) I hope people here like the crafts I brought from Vietnam. I'm really nervous about how they will react.

Marco: (Setting up next to her) Hi Linh! Your stall looks great. Don't worry, everyone loves these items here. You have nothing to worry about.

Jasmine: (Approaching Linh's stall) These are beautiful! What are they exactly? They look so intricate.

Linh: (Explaining) These are handwoven baskets from my hometown. Each pattern tells a story. They were made with so much care and tradition.

Nina: (Proudly) My mom makes some of them. She's really good! She taught me a few things too.

Mr. Lee: (Walking over) I've seen a lot of interest in your crafts. Maybe you could do a workshop sometime. I would love to learn from you.

Linh: (Surprised but pleased) That would be wonderful. I'd be happy to share our weaving techniques. It would be an honor to teach others.

Marco: (Encouragingly) See? I told you people would love it. You're doing great, Linh. Keep it up!

Jasmine: (Interested) I'd definitely attend that workshop. It's amazing to learn about different cultures right here at the market. It makes everything so much richer.

Nina: (Excitedly) And we can show more of our local crafts. There's so much to share and learn.

Mr. Lee: (Supportively) We could even have a special corner for international crafts. It would be a great way to celebrate our diversity.

Linh: (Smiling) Thank you, everyone. It feels good to connect with the community this way. I'm starting to feel more at home.

Marco: (Smiling) We're glad to have you here, Linh. Your culture adds so much to our market.

Jasmine: (Enthusiastically) And maybe we can try making some of these crafts together sometime. It would be so much fun!

Linh: (Feeling hopeful) That sounds amazing. I'm excited to share more with all of you. Thank you for making me feel welcome.

A Place to Call Home

Ben: (Quietly) It's hard feeling like I belong here. Everyone has their place except me. I feel out of place sometimes.

Mia: (Enthusiastically) We're organizing a neighbourhood welcome event! It's perfect for you to get to know everyone. You'll meet so many new friends.

Chloe: (Concerned) What would make you feel more at home? Is there something special about Jamaica that you miss?

Ben: (Thoughtfully) In Jamaica, we had community dinners. Everyone brought something to share, and it was a great way to connect.

Mia: (Brightly) That's a great idea! A table where everyone brings a dish from their culture! It would be so fun to try new foods.

Dylan: (Excitedly) And I'll have some Jamaican reggae, some local hits—music brings people together like nothing else. We should have a dance party!

Lucas: (Cheerfully) I can decorate the place with colours and patterns from different cultures to make the place look festive. It will be beautiful.

Ms. Franklin: (Nodding) Sharing your traditions can help bridge the gap between the old and the new. Let's make everyone feel at home. It's important for us to learn from each other.

Ben: (Feeling more hopeful) It's starting to feel like I belong here already. Thanks, everyone. I really appreciate it.

Chloe: (Encouragingly) This is going to be great, Ben. We'll all help you and make it a wonderful event. You'll see how much everyone cares.

Dylan: (Grinning) And maybe you can teach us some Jamaican dance moves. That would be awesome!

Mia: (Excitedly) Yes, and we can all share stories about our cultures. It will be like a mini world tour right in our neighbourhood.

Ben: (Smiling) I'd love that. This means a lot to me. I can't wait to share a bit of Jamaica with all of you.

Reflection

Answer the questions below.

1) Describe the emotions you felt while performing or listening?

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

3) What do you think was the most important lesson in the story?

4) Why is it important to help others feel welcome?

PREVIEW

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|------------------------------------|---|---|---------------------------------------|--|
| Voice Clarity | Often unclear or too soft. | Sometimes clear with uneven volume. | Mostly clear with good volume. | Always clear with excellent volume. |
| Voice Modulation | No changes in pitch and tone. | Some changes in pitch and tone. | Good use of pitch and tone. | Varied and effective use of pitch and tone. |
| Pacing | Too rushed or too slow. | Some inconsistent pacing. | Steady pace, easy to follow. | Perfect pacing, enhancing the dialogue. |
| Expression Matching | Rarely matches emotions with expressions. | Some matches emotions with expressions. | Mostly accurate emotional expression. | Perfect alignment of emotions and expressions. |
| Consistent Characterization | Frequent changes in character portrayal. | Some consistent character portrayal. | Character is mostly consistent. | Character portrayal is consistently strong. |

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

Activity: A Community Roundtable

Objective What are we learning more about?

Engage students in a role-playing activity where they act as various community stakeholders discussing issues like school playground improvement, library resources, and recycling initiatives. This exercise aims to enhance their empathy and character integrity during discussion.

Materials What do we need for our activity?

- ✓ Character role cards for students
- ✓ Name tags
- ✓ A "council table" setup
- ✓ Timer
- ✓ Notebooks and pencils for reflection



Instructions How do we complete the activity?

- 1) Introduce the activity and explain that students will discuss various community issues in groups, using assigned roles.
- 2) Distribute a printed table to each group. Each group needs one adult. Have students assign roles to each student in their group (4 or 5 students per issue).
- 3) Groups discuss the questions and their roles, focusing on how to express their character's viewpoint with body language and expression.
- 4) Allow groups to practice discussing the issue among themselves with guidance as needed.
- 5) Each group presents their discussion in front of the class, staying in character and addressing the discussion prompts.
- 6) Provide constructive feedback to each group based on their understanding, role-playing, body language, and group interaction.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|-------------------------------------|---|
| Understanding Character | Know your character's background and their stance on each issue. |
| Consistent Tone | Use a consistent tone and style of speaking that fits your character throughout the activity. |
| Appropriate Body Language | Use gestures and facial expressions that match your character's emotions and reactions. |
| Engaging in Discussion | Actively listen and respond to others in a manner your character would, considering their personality and role. |
| Reflecting Character's Views | Use dialogue to express your character's viewpoints on each issue during the discussions. |

Planning

Answer the questions below

1) What is your character's job, and how is it important to the community?

2) What does your character care about the most in council discussions?

3) What kind of body language will you use to show you are your character during the council discussions?

Topic 1

Community issue and the roles different stakeholders have

| Issue | Description |
|---------------------|---|
| | Discussing potential upgrades for the school playground, such as new equipment, like a playground, teeter totter, or basketball net. |
| Role 1: Student | Excited about having a new basketball court to play on and new eco-friendly equipment. Happy to help the environment. Worried about not being able to play during construction. |
| Role 2: Principal | Wants a safe, green playground for students, including the new basketball court. Needs to think about the cost and making sure everything is safe. |
| Role 3: Parents | Likes to see kids playing basketball and being outside more. Worried about how much it will cost and if it will be safe. |
| Role 4: Custodian | Cares about keeping the school grounds clean, including the new basketball court, and making sure it's safe. Wants to know if the new equipment will be easy to take care of. |
| Discussion Prompt 1 | How will the new basketball court and eco-friendly playground help students be active? |
| Discussion Prompt 2 | How can students, parents, and school help plan and build the new playground to make sure everyone likes it? |
| Discussion Prompt 3 | What problems might come up with money and building the new playground, and how can we solve them? |

Topic 2

Community issue and the roles different stakeholders have

| Issue | Description |
|------------------------------------|---|
| | Discussing the potential development of a Grade Five Robotics Club as an after-school program. |
| Role 1: Student | Interested about joining the Robotics Club to build and program robots. Worried about having enough time to participate and the complexity of the activities. |
| Role 2: Teacher | Believes the Robotics Club is educational and supports student learning. Concerned about providing adequate guidance and resources for all students. |
| Role 3: Parent | Interested in learning about robotics and technology. Concerned about the cost of materials and ensuring the club is safe and well-supervised. |
| Role 4: Program Coordinator | Responsible for planning and running the Robotics Club. Needs to consider budget, equipment, and aligning the activities with educational goals. |
| Discussion Prompt 1 | How will the Robotics Club benefit students in terms of both fun and educational value? |
| Discussion Prompt 2 | How can students, parents, and teachers contribute to the planning and implementation of the Robotics Club to ensure it meets everyone's needs? |
| Discussion Prompt 3 | What potential challenges might arise in terms of funding, equipment, and organization for the Robotics Club, and how can we address these issues? |

Topic 3

Community issue and the roles different stakeholders have

| Issue | Description |
|---------------------------------|--|
| | Discussing potential improvements for neighbourhood safety, such as better street lighting and a Community Watch program. |
| Role 1: Student | Wants to feel safe walking to and from school and playing outside. Interested in how better lighting and a Community Watch can help. Concerned about whether their parents will have time to participate. |
| Role 2: Teacher | Wants to ensure students are aware of safety measures and feel safe. Interested in incorporating safety into the curriculum. Concerned about students understanding the importance of community involvement. |
| Role 3: Parent | Supports initiatives that will make the neighbourhood safer for their children. Concerned about the costs and time commitment of a Community Watch program. |
| Role 4: Community Leader | Responsible for organizing and promoting the safety initiatives. Needs to coordinate volunteer recruitment, and communicate with local authorities. |
| Discussion Prompt 1 | How will better street lighting and a Community Watch program improve safety for kids in the neighbourhood? |
| Discussion Prompt 2 | How can students, parents, and teachers work together to plan and support the implementation of better street lighting and a Community Watch program? |
| Discussion Prompt 3 | What potential challenges might arise in terms of funding, volunteer participation, and effectiveness of the safety measures, and how can we address these issues? |

Topic 4

Community issue and the roles different stakeholders have

| Issue | Description |
|------------------------------|--|
| | Discussing the potential construction of a new community arena, including facilities for sports, events, and recreational activities. |
| Role 1: Student | Excited about having a new place to play sports and attend events. Interested in how it will benefit their community. Worried about how long construction will take and if it will be fun. |
| Role 2: Parent | Interested in the idea of a new arena for community use. Concerned about the cost and ensuring it is safe and accessible for their children. |
| Role 3: Local Business Owner | Sees the potential for increased business from people visiting the arena. Concerned about construction disruption and the cost of supporting the project. |
| Role 4: Coach | Excited about having new facilities for training and games. Concerned about the scheduling and availability of the arena for different sports and teams. |
| Role 5: Community Member | Wants a place where events can be held and families can gather. Concerned about how the arena will be maintained and its impact on the neighborhood. |
| Discussion Prompt 1 | How will the new community arena benefit the community? |
| Discussion Prompt 2 | How can students, parents, local businesses, and community members support the planning and building of the new arena to make sure it meets everyone's needs? |
| Discussion Prompt 3 | What potential challenges might arise in terms of funding, construction time, and community impact, and how can we address these issues? |

Topic 5

Community issue and the roles different stakeholders have

| Issue | Description |
|-------------------------------|--|
| Issue | Discussing ways to protect local wildlife, such as creating safe habitats and reducing pollution. |
| Role 1: Child | Interested in learning about and helping to protect animals in their neighbourhood. Excited about activities like planting trees and cleaning up litter. Worried about how they can make a difference. |
| Role 2: Parent | Wants to teach children about taking care of the environment. Concerned about finding time to participate in activities. |
| Role 3: Local Wildlife Expert | Provides information about animals in the area and what they need. Concerned about making sure everyone knows how to help. |
| Role 4: Park Ranger | Responsible for keeping the park safe for animals and people. Interested in getting the community involved in protecting wildlife. |
| Role 5: Community Volunteer | Wants to help with activities like building birdhouses and organizing clean-up days. Concerned about getting enough people to help. |
| Discussion Prompt 1 | How will protecting local wildlife and their homes help the community? |
| Discussion Prompt 2 | How can kids, parents, wildlife experts, park rangers, and community volunteers work together to protect animals and their homes? |
| Discussion Prompt 3 | What problems might come up when trying to protect local wildlife, like finding enough help or money, and how can we solve them? |

Topic 6

Community issue and the roles different stakeholders have

| Issue | Description |
|--------------------------------|---|
| | Discussing the availability and cost of public transportation, such as buses, in the community. Considering options like increasing bus frequency and using electric buses. |
| Role 1: Student | Wants more buses so they can easily get to school and activities. Interested in the idea of electric buses. Works on bus schedules and costs. |
| Role 2: Parent | Wants more buses to make it easier for their child to get to school safely. Concerned about the cost of fares and the environmental impact. |
| Role 3: Bus Driver | Provides information about current bus routes and schedules. Discusses the practicality of increasing capacity and transitioning to electric buses. |
| Role 4: City Official | Responsible for transportation planning and budgeting. Interested in improving transportation options while making cost-effective decisions. |
| Role 5: Environmental Activist | Wants to promote eco-friendly transportation options like electric buses. Concerned about reducing pollution and making the community greener. |
| Discussion Prompt 1 | How would having more buses and electric buses help the community? |
| Discussion Prompt 2 | How can kids, parents, bus drivers, city officials, and environmental activists work together to improve public transportation? |
| Discussion Prompt 3 | What challenges might come up with increasing the number of buses and switching to electric buses, like cost and scheduling, and how can we solve them? |

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|-------------------------------------|------------------------------------|----------------------------------|---|--|
| Understanding of Character | Little understanding of character. | Basic grasp of character's role. | Good understanding of character's role and views. | Fully grasps character's background and views. |
| Consistent Voice | Voice rarely fits character. | Voice sometimes fits character. | Voice usually fits character. | Voice consistently fits character. |
| Appropriate Body Language | Rarely uses fitting language. | Sometimes uses fitting language. | Often uses fitting body language. | Always uses fitting body language. |
| Engaging in Dialogue | Rarely stays in character. | Sometimes stays in character. | Usually stays in character. | Always stays in character. |
| Reflecting Character's Views | Struggles with expressing views. | Sometimes expresses views. | Clearly expresses views. | Excellent and clearly expresses views. |

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

Activity: Hat of Many Roles

Objective

What are we learning more about?

To help students explore and understand the diversity of roles within a community and to use expressive body language and facial expressions in communication. This activity will enhance their ability to interpret and portray different social roles creatively.

Materials

What do we need for our activity?

- ✓ A hat or container
- ✓ Strips of paper with different community roles and scenarios written on them
- ✓ A designated "stage" area
- ✓ Timer



Instructions

How do we complete the activity?

1. **Preparation:** Before the class, write different community roles along with the scene descriptions on strips of paper.
2. **Introduction:** Explain how body language and facial expressions help us communicate and convey messages. Discuss basic expressions and gestures that can convey emotions and actions.
3. **Drawing & Acting Scenarios:** Each student will draw a role from the hat that describes their role and scenario.
4. **Presentation:** Give each student a minute to act out the scene on the paper they drew. Encourage them to use expressive body language and facial expressions.
5. **Interpretation:** After each performance, the rest of the class will guess the role and scene being acted out. Discuss briefly what the student did well and what could be improved.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|-----------------------------------|--|
| Clear Gestures | Use distinct and understandable gestures to convey actions specific to the role. |
| Expressive Facial Features | Employ a range of facial expressions to enhance the portrayal of emotions. |
| Consistent Posture | Maintain posture that aligns with the character throughout the performance. |
| Purposeful Movements | Every movement should help tell the story of the character and their actions. |
| Interaction Timing | Interact effectively to make expressions and gestures more powerful and realistic. |

Planning

Answer the questions below

1) What does your character do?

2) How does your character feel about their job? How do you show that feeling?

3) How does your character move while working?

Roles

Cut out the scene below and put them in a hat

| Community Role | Scene Description |
|---------------------|---|
| Police Officer | Directing traffic at a busy intersection using hand signals and a whistle, showing authority and care. |
| Chef | Preparing a meal by chopping vegetables, stirring a pot on the stove, and tasting the dish to check seasoning. |
| Teacher | Writing a math problem on a whiteboard, then solving it and showing the solution with a satisfied nod. |
| Firefighter | Dressed in firefighting gear, including helmet and jacket, using a hose and water to put out a fire. |
| Mail Carrier | Walking along a route with a bag, putting mail into a mailbox, and checking a delivery list. |
| Gardener | Tending a garden by planting seeds, watering them with a watering can, and pulling weeds. |
| Bus Driver | Sitting in a bus driver's seat, starting the bus, checking the rearview mirror, and driving (pretend). |
| Baker | Kneading dough, arranging pastries on a tray, and placing them into an oven (pretend). Using oven mitts to take them out. |
| Grocery Store Clerk | Scanning items at a checkout, organizing products into bags, and pressing buttons on the cash register. |
| Bank Teller | Counting cash, entering details into a computer, and securing money in a drawer under the counter. |
| Construction Worker | Measuring a piece of wood, sawing it carefully, and then hammering nails into another piece. |
| Painter | Painting on a canvas, mixing colours on a palette, and stepping back to critique the work. |

Roles

Cut out the scenarios below and put them in a hat

| Community Role | Description |
|-----------------------|---|
| News Reporter | Reporting live, speaking into a microphone while holding notes, occasionally nodding. |
| Fitness Instructor | Demonstrating a yoga pose, checking form in a mirror, and transitioning to another pose. |
| Janitor | Pushing a large cleaning cart, mopping the floor thoroughly, and disposing of trash in a bin. |
| Electrician | Installing a light fixture, connecting wires, and flipping a switch to turn the light on. |
| Plumber | Fixing a leaking pipe under a sink, checking for leaks, and drying hands on a rag. |
| Shoe Salesperson | Assisting a customer with shoe display, measuring an imaginary foot with a tape measure, and writing down the size. |
| Ice Cream Vendor | Serving ice cream from a cart, adding toppings to a scoop, and pretending to hand it to a customer. |
| Florist | Arranging flowers in a vase, smelling them appreciatively, and placing a price tag on the arrangement. |
| Bicycle Repair Person | Pretending to fix a flat tire using tools like a wrench and pump, then checking the tire by spinning it. |
| Sandwich Shop Worker | Assembling a sandwich by adding various fillings, wrapping it in paper, and ringing up the sale on a pretend cash register. |
| Cinema Attendant | Checking tickets, showing a flashlight to the audience, and cleaning up popcorn from seats. |
| Music Teacher | Playing a piano, stopping to write notes on a music sheet, and then continuing to play. |
| Street Sweeper | Pushing a broom to clean the street, picking up litter, and throwing it into a trash can. |

Reflection

Answer the questions below.

1) What did you find challenging about showing your character's job through body movement?

2) Did you find it hard to express your ideas to guess the jobs of the characters? Explain.

3) Draw a person doing your favourite job.

PREVIEW

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|----------------------------|---|---|--|--|
| Clear Gestures | Gestures are unclear. | Gestures are simple and somewhat clear. | Gestures are clear and appropriate. | Gestures are detailed and perfectly clear. |
| Expressive Faces | Basic expressions used occasionally. | Basic expressions used occasionally. | Good expressions match the role. | Expressions vividly enhance the role. |
| Consistent Posture | Posture is somewhat suited to the role. | Posture is somewhat suited to the role. | Posture is good and mostly consistent. | Posture is perfectly suited and consistent. |
| Purposeful Movement | Movements lack purpose. | Movements are mostly purposeful. | Movements are mostly purposeful. | Movements are fully purposeful and engaging. |
| Interaction Timing | Poor timing with actions. | Timing is adequate. | Timing is precise. | Timing is precise and enhances performance. |

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

Activity: Prop Box Adventure

Objective What are we learning more about?

Students use creativity and teamwork skills to select appropriate props from the Prop Box and act out a story that makes sense for their chosen setting (time and place).

Materials What do we need for our activity?

- ✓ Prop Box filled with various props (e.g., hats, toys, clothes, tools)
- ✓ Paper and pencils for writing
- ✓ Space for acting out the story



Instructions How do we complete the activity?

- 1) **Form Groups:** Divide into small groups of students. Each group will work together to create a story.
- 2) **Choose a Setting:** As a group, decide on the setting for your story. Think about where and when your story takes place. It could be a different time period, like the Medieval Age, or a different place, like a forest or a city.
- 3) **Pick Props:** Look through the Prop Box and choose props that make sense for your story's setting. Remember, the props should fit the time and place you have chosen. For example, if your story is set in the Medieval Age, you might choose a crown or a sword, but not a TV or a smartphone.
- 4) **Plan Your Story:** Discuss with your group what your story is about. Who are the characters? What happens in the story? Write down a simple plot. Remember the main points.
- 5) **Rehearse:** Practice telling or acting out your story with your group. Make sure everyone knows their part and how to use the props to make the story come alive.
- 6) **Present:** When it is your group's turn, present your story to the class. Use your props and have fun! Remember to speak clearly and show how your props help tell the story.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|-----------------------------------|---|
| Appropriate Prop Selection | Students choose props that accurately fit the time period and setting of their story, ensuring no anachronisms like TVs in the Medieval period. |
| Effective Use of Props | Props are used creatively and effectively to enhance the storytelling, helping to illustrate and bring the story to life. |
| Group Cooperation | Group members work together harmoniously, sharing tasks and supporting each other to ensure a smooth performance. |
| Attention to Detail | The story includes well-thought-out details that make the setting and characters believable and engaging, showing careful consideration of props. |
| Engaging Storytelling | The performance is clear and entertaining, capturing the audience's attention with a clear and expressive use of props and dialogue. |

Planning

Answer the questions below

1) What props did you choose?

2) What is the setting (time and place) of your story?

3) Who are the characters in your story?

4) What is the main plot of your story?

Story Ideas

List of possible story ideas based on commonly found props

| Story Idea | Possible Props |
|-----------------------|--|
| Medieval Adventure | Crown, sword, shield, cloak, knight's helmet |
| Pirate Treasure Hunt | Pirate hat, treasure chest, map, eye patch, toy parrot |
| Space Exploration | Space helmet, alien mask, toy spaceship, astronaut suit |
| Superhero Rescue | Cap, mask, superhero emblem, toy phone, handcuffs |
| Fairy Tale Kingdom | Magic wand, fairy wings, princess dress, dragon |
| Wild West Showdown | Wyler hat, sheriff badge, bandana, toy horse |
| Haunted House Mystery | Ghost costume, tombstone, spooky mask, magnifying glass |
| Underwater Adventure | Mermaid tail, snorkel, goggles, seaweed, treasure chest |
| Animal Safari | Binoculars, safari hat, animal costumes, toy animals, jeep toy |
| Detective Case | Detective hat, magnifying glass, notepad, trench coat |
| Circus Performance | Clown wig, juggling balls, circus tent, toy animals |
| Royal Ball | Fancy dress, crown, jewellery, tiara |
| Time Travel Journey | Old-fashioned clothes, futuristic gadgets, time machine toy |
| Wizard School | Wizard hat, spell book, magic wand, potions, cloak |
| Arctic Expedition | Parka, sled, toy penguins, goggles, map |

Setting Sketch

Draw two settings from stories other groups performed

PREVIEW

Rubric

How did you do on the assignment?

| Criteria | 1 Point | 2 Points | 3 Points | 4 Points |
|---------------------------------|---|--|--|---|
| Appropriateness of Props | Props do not fit the setting or time. | Props somewhat fit but have inaccuracies. | Props mostly fit with minor errors. | Props perfectly fit the setting and time. |
| Effective Use of Props | Props are used but add little value. | Props are used but add little value. | Props add good value to the story. | Props greatly enhance the story. |
| Group Cooperation | Group cooperation is poor; performance is disjointed. | Some cooperation; some parts are disjointed. | Good cooperation with minor issues. | Excellent cooperation; seamless performance. |
| Attention to Detail | Lacks detail; setting and characters are unclear. | Some detail; some characters are unclear. | Well-thought-out details; mostly believable. | Rich details; setting and characters are clear. |
| Engaging Storytelling | Story is not engaging or interesting. | Story is somewhat engaging but inconsistent. | Engaging story; captures attention. | Highly engaging; consistently captures attention. |

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

Activity: Re-living Historical Moments

Objective What are we learning more about?

Students will create to form a series of tableau vivant (living pictures) that portray important historical events. They will use posture, facial expressions, and careful arrangement to convey key emotions and roles, effectively communicating the historical context through non-verbal storytelling.

Materials What do we need for our activity?

- ✓ List of preselected historical events
- ✓ Simple props like hats, scarves, etc.
- ✓ Poster boards or signs to label each "moment" (optional)



Instructions How do we complete the activity?

- 1) **Introduction:** Explain the concept of "tableau vivant (living picture)" and how groups will depict important historical moments using only posture, expressions, and arrangement.
- 2) **Grouping:** Divide the class into small groups and provide each with a collection of historical moments to choose from (e.g., signing of the Declaration of Independence, ancient Greek Olympics, space race)
- 3) **Scene Planning:** Students will carefully read the descriptions of their chosen historical moment. Discuss about the details in the description and identify 4 or 5 scenes to depict in their tableau act. Encourage students to think about how to use facial expressions and postures.
- 4) **Rehearsal:** Groups will rehearse their act together trying to convey the historical context and emotions. Provide feedbacks to students so they can improve their performance.
- 5) **Presentation:** Each group presents their series of living pictures to the class. Students will hold their pose for 10-15 seconds in each scene.
- 6) **Class Discussion:** Discuss each group's tableau, noting how their arrangement and expressions helped tell the story and what improvements could be made.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|----------------------------|---|
| Clear Posture | Use clear and strong body positions to show what is happening in the scene. |
| Facial Expressions | Use your face to show emotions and feelings of the characters. |
| Team Coordination | Work well with your group to make sure everyone knows role and position. |
| Staying Still | Hold your pose without moving or talking until the scene is finished. |
| Historical Accuracy | Use costumes, props and gestures to make the scene look like the real historical event. |

Planning

Answer the following

1) What is happening in your historical moment?

2) What postures will you use to show what is happening?

3) How will you make your scene look like the real historical event?

Scenes

Let the groups choose from one of the following scenes

| Historical Event | Description |
|--------------------------------------|---|
| The First Moon Landing (1969) | <p>On July 20, 1969, astronauts Neil Armstrong and Buzz Aldrin made history by becoming the first humans to land on the moon. They carefully descended from their space lunar module, and stepped onto the moon's surface. Armstrong took the first step and famously said, "That's one small step for man, one giant leap for mankind." Armstrong and Aldrin planted the American flag on the moon and conducted scientific experiments. They collected moon rocks and soil samples to bring back to Earth. Meanwhile, Michael Collins orbited the moon in the command module, keeping in contact with Armstrong and Aldrin. Back on Earth, mission control in Houston celebrated the successful landing. After completing their tasks, Armstrong and Aldrin returned to the lunar module and rejoined Collins for the journey back to Earth. The astronauts safely splashed down in the Pacific Ocean and were recovered by a ship, marking a successful end to the historic Apollo 11 mission.</p> |

Scenes

Let the groups choose from one of the following scenes

| Historical Moment | Description |
|---|--|
| The Fall of the Berlin Wall (1989) | <p>On November 9, 1989, the Berlin Wall, which had divided East and West Berlin for nearly three decades, fell. The wall had been a symbol of the Cold War, separating families and preventing free movement between the two sides of the city. As political changes swept across Eastern Europe, the East German government announced that citizens could cross the border freely. People from both sides of Berlin gathered at the wall with hammers and tools, eager to tear it down. As the wall began to crumble, feelings of freedom and unity were found. Soldiers stood as onlookers as citizens dismantled the wall piece by piece. Families who had been separated for years were reunited, crying with joy. Celebrations erupted with fireworks and flag-waving. People wrote messages of love and freedom on the remaining parts of the wall. Leaders gave speeches about the importance of freedom and unity, and news reporters captured the historic moment to share with the world. The fall of the Berlin Wall marked the end of the Cold War and the beginning of a new era for Germany.</p> |

Scenes

Let the groups choose from one of the following scenes

| Historical Moment | Description |
|--|---|
| Martin Luther King Jr.'s "I Have a Dream" Speech (1963) | <p>On August 28, 1963, during the March on Washington for Jobs and Freedom, Martin Luther King Jr. delivered his famous "I Have a Dream" speech on the steps of the Lincoln Memorial. Over 250,000 people gathered to listen to King and other civil rights leaders speak about the need for equality and justice. King stood at the podium and spoke passionately about his vision for a future where people would be judged by their character rather than the color of their skin. The crowd listened intently, cheering and clapping at key moments in the speech. Civil rights activists, including Rosa Parks and John Lewis, stood with King to show their support. Journalists and photographers documented the event, capturing notes and images that spread King's message around the world. People held signs and banners with messages of equality and freedom, creating a powerful visual statement. Families attended the event, with children holding hands with their parents. The speech was accompanied by freedom songs like "We Shall Overcome," showing unity and determination. After the speech, King and other leaders discussed the next steps in the civil rights movement, reinforcing their commitment to achieving equality for all.</p> |

Scenes

Let the groups choose from one of the following scenes

| Historical Event | Description |
|--------------------------------|--|
| The First Flight (1903) | <p>On December 17, 1903, the Wright brothers, Orville and Wilbur, made history with the first powered, controlled flight of an airplane. They had been working on their aircraft, the Wright Flyer, for years, conducting numerous experiments and improving their designs. On a windy day at Kitty Hawk, North Carolina, Orville piloted the plane while Wilbur assisted in its launch. The Wright Flyer lifted off the ground and flew for 12 seconds, covering a distance of 120 feet. This achievement marked the first time a machine heavier than air had flown under its own power without the aid of balloons. Local fishermen and villagers who witnessed the flight were amazed. After the successful flight, the Wright brothers continued to improve their design, conducting more flights and making longer and higher flights over time. They shared their success with the world, gaining recognition as the inventors of the first practical airplane. Their groundbreaking work laid the foundation for modern aviation, changing the way people travel and connect across the globe.</p> |

Scenes

Let the groups choose from one of the following scenes

| Historical Moment | Description |
|--|--|
| The Invention of the Telephone (1876) | <p>In 1876, Alexander Graham Bell invented the telephone, a groundbreaking device that allowed people to talk to each other over long distances using electrical signals. Bell had been working in his lab, experimenting with ways to transmit sound over wires. On March 10, 1876, he made the first successful telephone call to his assistant, Thomas Watson, saying, "Mr. Watson, come here. I want to see you." Watson heard Bell's voice through the telephone and was amazed by the invention. Bell demonstrated the telephone to friends and at various exhibitions and fairs, drawing large crowds who were fascinated by the new technology. Bell received awards and recognition for his invention, becoming famous. He continued to improve the design of the telephone, making it more reliable and practical for use. The first telephone exchange was established, allowing people to connect calls through an operator. The invention of the telephone revolutionized communication, making it possible for people to stay in touch across great distances.</p> |

Name: _____

51

Curriculum Connection
81.2

Setting Sketch

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

PREVIEW

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|----------------------------|---|---|---|--|
| Clear Postures | Postures are unclear and difficult to understand. | Postures are somewhat clear but need improvement. | Postures are mostly clear and understandable. | Postures are very clear and easy to understand. |
| Facial Expressions | Sometimes uses facial expressions to show emotions. | Sometimes uses facial expressions to show emotions. | Often uses facial expressions appropriately. | Always uses facial expressions effectively. |
| Team Coordination | Group members do not work well together. | Group members sometimes work well together. | Group members usually work well together. | Group members work very well together. |
| Staying Still | Frequently moves or talks during the tableau. | Often moves or talks during the tableau. | Rarely moves or talks during the tableau. | Holds position without moving or talking. |
| Historical Accuracy | Props and gestures do not represent the event well. | Props and gestures somewhat represent the event. | Props and gestures represent the event. | Props and gestures accurately represent the event. |

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

Activity: Acting for Change

Objective

What are we learning more about?

To engage students in exploring and addressing local community issues through drama, fostering creativity and problem-solving skills. This activity emphasizes the importance of a clear narrative structure and well-defined character objectives.

Materials

What do we need for our activity?

- ✓ Hat or container for drawing community issue topics
- ✓ Props related to different roles (e.g., hats, vests, notepad)
- ✓ Simple costumes to distinguish characters (e.g., aprons, capes, glasses)
- ✓ Writing materials for scripting (paper, pens)



Instructions

How do we complete the activity?

- 1) **Introduction:** Discuss why it's important to address community issues and give students some tips about creating a skit.
- 2) **Preparation:** Divide the students into groups and have each group draw a piece of paper from a hat that lists a community issue.
- 3) **Group Discussion:** In groups, students discuss the chosen issue, brainstorm possible solutions, and how these could be implemented in real life.
- 4) **Script Creation:** Students collaboratively write a short skit. It includes:
 - **Beginning:** Introduction of characters and the issue.
 - **Middle:** Characters interact and discuss potential solutions.
 - **End:** Proposal of a realistic solution and conclusion.
- 5) **Rehearsal:** Allow time for groups to practice their skits, focusing on clear expression of ideas and character interaction.
- 6) **Performance:** Each group performs their skit in front of the class, using props and costumes to enhance their storytelling.
- 7) **Class Discussion:** After all performances, lead a discussion on the various solutions proposed and how effectively they were communicated.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|------------------------------------|---|
| Story Organization | Organize your skit with a clear start, middle, and end. Make sure the story is easy to follow. |
| Character Development | Every character should have a clear role and goal in the story. Why are they there? What do they want to achieve? |
| Linking Problem to Solution | Make a clear connection between the problem in the community and how your characters plan to solve it. |
| Interaction That Matters | Make sure when characters talk or act, it helps to move the story along and solve the problem. |
| Clear Ending | Finish with a clear outcome. Did the characters solve the problem? How did it end? |

Planning

Answer the questions below

1) What community issue are you addressing?

2) What solution did you come up with for the issue? Explain in detail and how it could be acted out.

Planning

Answer the questions below

3) Describe the 3 parts of the script of your skit and what happens in each of them.

Beginning
(Introduce the characters and the problem)

Middle
(Discuss solutions)

End
(The problem is solved)

4) What props or costumes could you use to enhance the story? Think about each character and what they could use to help the audience understand the story.

Scenes

Cut out these community issues below and put them in a hat

Littering in Local Parks: The local park, a favourite spot for picnics and sports, has been facing issues with trash accumulation. Despite being a popular area, the park's cleanliness has been declining, affecting the enjoyment of visitors.

Noise Pollution in Schools: Schools in the community are experiencing high noise levels due to nearby road traffic and ongoing construction activities. This noise affects the learning environment and could potentially impact student concentration.

Unsafe Crosswalks: Several of the neighbourhood's crosswalks that are meant to provide safe passage across streets are old and worn. This situation poses risks to all pedestrians, particularly children who use these crosswalks daily.

Insufficient Recreational Facilities: The community has limited recreational facilities available for children and teenagers. This shortage affects the ability of young people to engage in physical activities close to home.

Poorly Lit Walking Paths: Some community walking paths are not well-lit, which discourages their use during evening hours. The lack of adequate lighting raises concerns about the safety and accessibility of these paths after dark.

Lack of Green Spaces: There are few green spaces within the community. This limits the opportunities for residents to engage in outdoor activities, relax in nature, and breathe fresh air, impacting overall well-being.

Limited Public Transportation: The community has limited access to public transportation options. This makes it difficult for people without cars to travel to work, school, or other important places, causing inconvenience and limiting mobility.

Reflection

What would happen if you didn't come up with a solution?

Write about how the problems will affect the community if you don't find a solution and share this to the relief your solution brought.

PREVIEW

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|------------------------------------|---|---|--|--|
| Story Organization | Story lacks clear structure; it's hard to follow. | Story has basic structure but some parts are unclear. | Story is well-organized with a clear sequence. | Story is exceptionally structured, engaging from start to finish. |
| Character Purpose | Characters have no clear purpose or role. | Characters have roles, but their goals are unclear. | Each character has a well-defined role and clear goal. | Characters' roles and goals are distinct and enhance the narrative. |
| Linking Problem to Solution | Problem and solution are poorly connected. | Problem and solution are connected, but the link is not strong. | Problem and solution are clearly connected through actions and dialogue. | Problem and solution are seamlessly integrated, driving the narrative. |
| Interaction That Matters | Interactions add little to the story's development. | Interactions help the story progress. | Interactions between characters are dynamic and drive the plot. | Interactions are dynamic, significantly enriching the story. |
| Clear Ending | Ending is abrupt or does not resolve the issue. | Ending resolves the issue but lacks impact. | Ending effectively resolves the problem. | Ending is impactful, providing a strong resolution and clear conclusion. |

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

Activity Title: Improv Conflict Resolution

Objective What are we learning more about?

To better understand the process and importance of collaborative problem solving through improvisation, focusing on resolving fictional conflicts by building on each other's ideas.

Materials What do we need for our activity?

- ✓ Scenario cards with different conflicts (e.g., two characters want the last piece of cake, a disagreement over a game rule)
- ✓ Open space (classroom or outdoors)
- ✓ Timer (optional)



Instructions How do we complete this activity?

1. Explain the objective of the activity for the students and about the skills they need to showcase for performing an improv activity.
2. Prepare cards that contain different conflict scenarios and place them in a container.
3. Divide the students into groups of 3.
4. Each group will come forward, draw a scenario card, and act out the act as soon as they finished reading their scenarios.
5. Towards the end of their act, students will be expected to successfully solve the conflict and be on the same page.
6. Repeat this with new students and new scenario cards.
7. After the activity, students reflect on what surprised them, what challenges they faced, and how they solved problems on the spot.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|------------------------|--|
| Spontaneity | Respond quickly and naturally to what others say and do in the scene. |
| Problem Solving | Work together to find a creative solution to the conflict presented in the scenario. |
| Creativity | Work with unique and interesting ideas during the improvisation. |
| Adaptability | Be flexible and willing to change your actions and ideas based on what happens in the scene. |
| Collaboration | Work together with your group members to make the scene successful. |

Tips

Follow these tips to improve your improvisation

| Tip | Description |
|--------------------------|---|
| Listen Carefully | Pay attention to what your fellow actors are saying and doing to respond well. |
| Say "Yes, and..." | Agree with what others say and add to the scene to keep the story moving. |
| Be Creative | Use your imagination to come up with interesting and fun ideas for the scene. |
| Use Your Body | Act out your character's actions and emotions with your whole body. |
| Stay in Character | Keep acting as your character even if you feel silly or make a mistake. |
| Have Fun | Enjoy the process and don't worry about being perfect. It's all about having fun! |

Scenarios

Choose a prompt from the list below

Three friends are disagreeing about how to spend a class trip.

During recess, three friends can't decide what game to play.

A family is arguing over where to go on vacation.

Three classmates are figuring out how to complete a group project.

Two neighbors are arguing over shared garden space.

Siblings are fighting over who gets to use the TV.

Students are deciding who gets to be the leader in a group activity.

Two best friends are arguing about which movie to watch during a sleepover.

Members of a high school basketball team are arguing over the best strategy to win a game.

Three classmates are arguing about how to decorate the school for a special event.

Friends are disagreeing about how to spend a class trip.

During recess, three friends can't decide what game to play.

Name: _____

62

Curriculum Connection
81.3

My Name _____

Who I Am Assessing _____

Peer Assessment

Mark your group members using the checklist below

| Criteria | Description | Stars (1: Worst, 5: Best) |
|--------------------------|---|---------------------------|
| Stayed in Character | The student remained in character throughout the performance. | ☆☆☆☆☆ |
| Listened to Others | The student listened carefully and responded appropriately to others. | ☆☆☆☆☆ |
| Said "Yes, and..." | The student accepted others' ideas and added to the scene. | ☆☆☆☆☆ |
| Showed Creativity | The student showed creativity in their actions and dialogue. | ☆☆☆☆☆ |
| Used Body Language | The student used their body to express their character and actions. | ☆☆☆☆☆ |
| Spoke Clearly | The student spoke loudly and clearly enough to be heard. | ☆☆☆☆☆ |
| Contributed to the Story | The student helped to develop and move the story forward. | ☆☆☆☆☆ |
| Reacted to Situations | The student reacted appropriately to situations presented in the scene. | ☆☆☆☆☆ |

Glow and Grow

Glow: Write two things that your group member did really well at.

Grow: Suggest one area where your group member can improve.

| | |
|------|-------|
| Glow | _____ |
| Glow | _____ |
| Grow | _____ |

Rubric

How did you do on the assignment?

| Criteria | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|------------------------|---|---|---|--|
| Spontaneity | Struggles to respond quickly and naturally. | Sometimes responds quickly and naturally. | Usually responds quickly and naturally. | Always responds quickly and naturally. |
| Problem-Solving | Rarely helps find a solution to the conflict. | Sometimes helps find a solution to the conflict. | Often helps find a solution to the conflict. | Always helps find a creative solution to the conflict. |
| Creativity | Has few or no unique or interesting ideas. | Sometimes has some unique or interesting ideas. | Often has unique and interesting ideas. | Always has unique and interesting ideas. |
| Adaptability | Struggles to change actions based on the scene. | Sometimes changes actions based on the scene. | Usually changes actions based on the scene. | Always changes actions and ideas easily. |
| Collaboration | Rarely supports or cooperates with group members. | Sometimes supports and cooperates with group members. | Usually supports and cooperates with group members. | Always supports and cooperates with group members. |

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

Activity: Soundtrack Narratives

Objective What are we learning more about?

To enhance a scene by choosing appropriate soundtracks, focusing on how audio can communicate and amplify the emotional impact of the story.

Materials What do we need for our activity?

- ✓ Audio playback device (e.g., laptop, tablet, or phone)
- ✓ Speakers
- ✓ A selection of music tracks (e.g., different genres and moods)
- ✓ Script for a short dramatic scene
- ✓ Paper and pens



Instructions How do we complete the activity?

1. **Introduction:** Begin by discussing how music can influence the mood and emotion of a scene.
2. **Group Division:** Divide the class into small groups and provide them with short dramatic scenes to work with. Ensure the scenes have emotional highs and lows.
3. **Music Selection:** Each group will read the script and discuss the emotions that need to be conveyed in each part. They can choose from pre-selected music tracks or find sounds that match the emotion in the scenes better.
4. **Rehearsal:** Students will practice playing their selected music at appropriate times during the reading of the script. Emphasize the timing in enhancing the narrative.
5. **Performance:** Each group will perform their scene. They can choose who will read the scripts and who will play the music. Encourage students to think about the volume, timing, and changes in the music to keep the performance smooth.
6. **Reflection:** After all groups have performed, hold a class discussion on the different music choices and their impact on the scenes.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|-----------------------|--|
| Emotion Match | Ensure your narration matches the emotion of the music. Show happiness, excitement, fear, etc., through your voice and facial expressions. |
| Clear Timing | Start and stop the music at the right moments in the scene. Make sure it syncs with the important parts of the narration. |
| Volume Control | Adjust the volume of the music so it complements, but doesn't overpower the narration. Speak clearly and project your voice. |
| Engagement | Stay on character throughout the performance. React naturally to the emotions it creates. |
| Teamwork | Work well with your group members. Communicate and cooperate to make sure everyone knows their role and cues for the music. |

Planning

Answer the questions below

1) What emotions do you think are in your scene?

2) Which parts of the script need music to show the current emotions?

3) How can we work together to make sure everyone knows their cues?

Scenes

Let the groups choose the scenes below

| Script Title | Narration |
|-----------------------|---|
| The Lost Puppy | <p>It was a cold, rainy day when Emily was walking home from school. She heard a soft whimper and, curious, looked under a nearby bench. There, she found a little puppy, shivering and alone. Emily felt a rush of sadness as she saw its frightened eyes. She gently picked it up and wrapped it in her warm coat. She could feel the puppy trembling against her. As they walked home, a small surge of hope. Maybe, just maybe, she could find its owner. When they reached her house, she dried the puppy and gave it some warm milk. The puppy wagged its tail and licked her hand, bringing Emily's heart with joy and relief. She knew she had found a new friend.</p> |
| The Big Game | <p>The crowd was roaring as the minutes of the game ticked away. Alex's heart was pounding with excitement. The score was tied, and it all came down to this play. The coach called a timeout, and Alex's teammates looked at their faces a mix of nerves and determination. Alex took a deep breath and stepped onto the field. He could hear his teammates' encouragement, and the noise of the crowd faded away. As the ball was passed to him, Alex felt a rush of adrenaline. He dribbled past the defenders with skill and speed, and kicked. The ball soared through the air, time seeming to slow down. When it hit the net, cheers erupted from the stands. Alex was lifted onto his teammates' shoulders, feeling a mix of pride and joy.</p> |

Scenes

Let the groups choose the scenes below

| Script Title | Narration |
|--------------------------|--|
| The New School | <p>Samantha's heart raced with anxiety as she walked into the new school. She felt a wave of nervousness seeing so many unfamiliar faces. Her parents had just moved to the town, and everything felt strange. During lunch, she wandered the cafeteria, tray in hand, feeling more and more out of place. She found an empty table and sat down, trying to keep her head down. The chatter around her made her feel lonelier. Just as she thought she might cry, a kind girl named Lily came over and smiled. 'Hi Lily. Want to sit with us?' she asked. Samantha felt relief wash over her as she nodded and followed Lily. The other girls joined in, and by the end of lunch, Samantha was laughing and sharing stories. She felt a warm sense of happiness and belonging.</p> |
| The Secret Garden | <p>In the heart of the mansion, behind his room, Jake discovered an overgrown path he had never seen before. His heart pounded with curiosity as he pushed through the ivy. The path was winding and narrow, and Jake felt a mix of excitement and wonder. After a few minutes, he emerged into a hidden garden. It was like stepping into another world, filled with colorful, blooming flowers, and beautiful butterflies. Jake felt a sense of awe and peace as he walked through the garden, touching the petals and breathing in the fresh, fragrant air. He found a small, clear pond and sat beside it, watching the fish swim lazily. In this magical place, time seemed to stand still, and Jake felt completely at ease.</p> |

Scenes

Let the groups choose the scenes below

| Script Title | Narration |
|--------------------------------|--|
| The Mysterious Stranger | <p>Ben's curiosity was piqued when a mysterious stranger moved into the old house at the end of the street. Rumours flew through the neighbourhood about who the new resident might be. One evening, Ben noticed the stranger struggling with his groceries, so he decided to offer his help. As he got closer, he felt a mix of curiosity and anxiety. The stranger turned out to be a woman named Mrs. Thompson. She invited Ben in for tea and told him fascinating stories about her travels around the world. His initial apprehension turned into fascination and he became a new friend and learned about distant places.</p> |
| The Science Fair | <p>Maya's stomach churned with nervousness as she set up her project at the school science fair. She had worked hard on her volcano experiment, but seeing all the other impressive projects made her doubt herself. As the judge approached, her hands shook, and she stumbled over her words. Just when she thought she had blown it, the volcano erupted, spewing red lava just as she had planned. The crowd cheered and clapped with excitement, and they applauded her. Maya's nervousness melted away, replaced with a warm sense of pride and accomplishment as she received a blue ribbon for her project.</p> |

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|-----------------------|--------------------------------------|---|--------------------------------|-----------------------------------|
| Emotion | Shows little to no emotion | Shows some emotion | Shows good emotion | Shows strong emotion throughout |
| Clear Timing | Music timing is often off | Music timing is sometimes off | Music timing is mostly correct | Music timing is always correct |
| Volume Control | Music is often too loud or too quiet | Music volume is sometimes too loud or too quiet | Music volume mostly balanced | Music volume always well-balanced |
| Engagement | Often breaks character | Sometimes breaks character | Mostly stays in character | Always stays in character |
| Teamwork | Little cooperation with group | Some cooperation with group | Good cooperation with group | Excellent cooperation with group |

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

Activity: Silent Scenes

Objective

What are we learning more about?

To help students understand and master the art of conveying narratives and emotions solely through body language and facial expressions, emphasizing the power of non-verbal communication in drama.

Materials

What do we need for our activity?

- ✓ Cue cards with a variety of emotions and scenarios written on them
- ✓ A timer or stopwatch
- ✓ A mirror (optional)
- ✓ Camera or smartphone for recording performances (optional)



Instructions

How do we complete this activity?

- 1) **Introduction:** Explain the importance of non-verbal communication in drama. Discuss how actors use body language and facial expressions to tell a story or convey emotions without words.
- 2) **Warm-Up:** Lead a quick warm-up where students practice making exaggerated facial expressions and body movements to express emotions like happiness, sadness, anger, and surprise.
- 3) **Scene Assignment:** Divide the class into small groups. Each group draws a cue card from a hat that describes a scenario or emotion to perform.
- 4) **Planning and Rehearsal:** Give groups time to plan and rehearse their scenes. They should focus on using only their facial expressions and body language to express their assigned scenario or emotion. Encourage creativity in positioning, and interactions without speaking.
- 5) **Performances:** Each group performs their scene in front of the class. Limit each performance to 2-3 minutes. If available, record these performances for later reflection.
- 6) **Discussion and Reflection:** After all performances, lead a discussion on what was observed. Discuss the effectiveness of non-verbal cues and how different groups interpreted their scenes.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|--------------------------|--|
| Expressive Action | Use varied and clear facial expressions to convey emotions effectively. |
| Body Language | Utilize body movements and gestures to enhance the performance without speaking. |
| Interaction | Coordinate actions and reactions with group members to maintain a cohesive performance. |
| Emotional Range | Show a variety of emotions that match the scenario, demonstrating versatility in expression. |
| Consistency | Maintain your character and non-verbal cues throughout the entire performance. |

Planning

Answer the questions below

1) What emotions do you think your character has in this scene?

2) How will you react to your friends in the scene? Only your face and body?

3) What part of the scene do you think will be the most important to show clearly?

Problems

Let the groups choose from the scenarios below

| Scenario Title | Description |
|-------------------------------|--|
| Missing Pet | The group realizes a pet is missing. Show the collective panic, the search, and the joyful reunion. |
| Winning a Competition | Members of a team hear they've won a competition. Portray surprise, group celebration, and shared pride. |
| First Day at a New School | One student is new and nervous, others are curious and welcoming. Show the interactions and forming friendships. |
| Getting Lost in a Supermarket | The group shops together but gets separated. Show the search, confusion, and relief upon reuniting. |
| Receiving a Surprise Gift | The group plans and gives a surprise gift to one member. Show planning, the reveal moment, and group joy. |
| Trying Out a New Sport | The group tries a new sport together, showing initial struggles, mutual encouragement, and eventual improvement. |
| Building a Fort | Collaboratively decide on and build a fort. Show teamwork, problem-solving, and celebration of the completed fort. |

Reflection

Answer the questions below.

1) Were you able to tell your story without using words? Did the audience guess correctly what was happening?

2) What non-verbal communication do you think made your story obvious to the class?

3) After watching other performances, what non-verbal communication did you find most enjoyable? Did anyone do anything that really enhanced their performance?

4) What did you learn about communicating emotions without words?

DRAFT

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|---------------------------|--|---|---|---|
| Expressive Facial | Used facial expressions. | Some facial expressions used, but not always clear. | Clear facial expressions that mostly convey emotions. | Very expressive and perfectly matched to emotions. |
| Body Language | Used body movements. | Basic body movements used; needs more enhancement. | Good use of body movements that enhance the story. | Excellent and creative use of body language throughout. |
| Interaction Timing | Coordinated with others in the group. | Coordinated with others in the group. | Well-coordinated actions with good timing. | Perfect synchronization and interaction with the group. |
| Emotional Range | Shows very limited emotions. | Shows a few emotions. | Displays a good range of emotions vividly. | Displays a wide range of emotions vividly and convincingly. |
| Consistency | Often breaks character or is inconsistent. | Sometimes inconsistent with character portrayal. | Consistently maintains character throughout. | Consistently stays in character with accurate portrayals. |

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

Activity Title: Voiceless Acting

Objective

What are we learning more about?

Students will use pantomime to perform scenes from famous children's books, focusing on clear and exaggerated movements to convey the narrative without words.

Materials

What do we need for our activity?

- ✓ Simple props (optional: cardboard cutouts, scarves, or small objects)
- ✓ Timer or stopwatch
- ✓ Collection of short scenes from famous children's books



Instructions

How do we complete the activity?

1. Start by explaining the importance of clear body language and facial expressions in storytelling, especially in pantomime acts.
2. Pair the students up and have them select from the prepared collection of short scenes from famous children's books.
3. Let the students discuss how to act out their scenes using only body language and facial expressions. Encourage them to be creative and add some actions to their act as long as they are relevant.
4. Each pair practices their pantomime, focusing on clarity and exaggeration of their movements.
5. Pairs take turns performing their scenes through pantomime while others try to guess the book.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|-----------------------------|--|
| Clear Movements | Use big and clear movements so the audience understands what is happening. |
| Expressive Faces | Show emotions clearly on your face to help tell the story. |
| Staying in Character | Stay in your character the whole time and act as they would. |
| Interaction | Work well with your partner and react to what they do. |
| Story Flow | Make the actions and scenes flow smoothly from one to the next. |

Planning

Think about your story sequence, actions you can do to showcase your story.

| |
|--|
| |
| |
| |
| |
| |
| |

Scenes

Choose a book scene from the list below

| | |
|--------------------------------------|---|
| Harry Potter | Harry, Ron, and Hermione perform a spell together, miming wand movements and reacting to the magic. They point their wands at a book, making it float. |
| Charlotte's Web | Charlotte and Wilbur interact at the web, with Charlotte spinning a new word and Wilbur reacting with excitement. Wilbur goes around as "Some Pig" appears in the web. |
| Matilda | Matilda uses her telekinetic powers to move objects around the room. Miss Trunchbull looks on suspiciously. Matilda catches a glass tip over and catch it without using her powers. |
| The Lion, the Witch and the Wardrobe | Lucy enters the wardrobe, entering Narnia, and interacts with the faun she encounters. Lucy touches the snow and melts it. A faun who offers her an umbrella. |
| Alice in Wonderland | Alice falls down the rabbit hole, exploring a strange and curious objects and creatures. She meets a white rabbit and shrinks after drinking a potion. |
| Peter Pan | Peter Pan teaches the Darling children flying motions and joyous expressions. They sprinkle fairy dust and soar around the island. |
| The Chronicles of Narnia | The Pevensie siblings discover the lamppost in Narnia and react to the magical scenery around them. They hold hands and look in awe as they see Aslan in the distance. |

Scenes

Choose a book scene from the list below

| | |
|-----------------------------------|--|
| The Wizard of Oz | Dorothy and her friends follow the Yellow Brick Road, interacting with the Scarecrow, Tin Man, and Cowardly Lion. They link arms and skip together, pointing towards the Emerald City. |
| Charlie and the Chocolate Factory | Charlie finds the golden ticket and shares the news with his family, showing their excitement and celebration. They jump down, waving the golden ticket. |
| Curious George | George and the Man with the Yellow Hat explore a kitchen. George is climbing and spilling flour, while the Man looks surprised and then laughs, helping George clean up. |
| Winnie-the-Pooh | Pooh and Piglet climb a tree to get honey from a tree. Piglet boosts Pooh up, and Pooh reaches for the honey, swaying and holding on while Piglet holds on nervously. |
| Green Eggs and Ham | Sam-I-Am and a friend are offered green eggs and ham. Sam-I-Am offers them repeatedly while the friend shakes their head and refuses, until they finally try it and smile. |
| The Very Hungry Caterpillar | The caterpillar and a butterfly friend eat through various foods. They both mimic munching on apples, pears, and chocolate cake, then wrap into cocoons and emerge as butterflies. |
| The Jungle Book | Mowgli interacts with Baloo and Bagheera, miming playful antics and animal behavior. Mowgli lies on Baloo's back, miming singing "The Bare Necessities." |
| Madeline | Madeline and Miss Clavel at the hospital. Madeline mimics being brave with a bandaged stomach, while Miss Clavel holds her hand, smiles, and reassures her, waving to her classmates. |

Performance Review

Write a short review of your own or your classmates' performance.

I am going to write a review of my/my classmate's performance. (underline the one you are giving a review about)

1) What did you like about the performance?

2) What did you learn from the performance?

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

Rubric

How did you do on the assignment?

| Criteria | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|-----------------------------|--|--|--|--|
| Clear Movements | Movements are not clear or hard to see. | Movements are sometimes clear but need improvement. | Movements are mostly clear and understandable. | Movements are very clear and easy to understand. |
| Expressive Faces | Rarely uses facial expressions. | Sometimes uses facial expressions to show emotions. | Often uses facial expressions appropriately. | Always uses facial expressions effectively. |
| Staying in Character | Often breaks character or acts out of character. | Sometimes breaks character or acts out of character. | Usually stays in character throughout the performance. | Always stays in character, never breaking role. |
| Interaction | Little interaction or response to partner. | Interacts with partner but little response to partner. | Good interaction and response to partner. | Excellent interaction and response to partner. |
| Story Flow | Actions and scenes are disjointed and unclear. | Actions and scenes are sometimes disjointed. | Actions and scenes flow smoothly and naturally. | Actions and scenes flow smoothly and naturally. |

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

Activity: Eco Ads: Student Creations

Objective

What are we learning more about?

To enable students to understand and apply the principles of persuasive speech and visual storytelling in creating commercials that advocate for social or environmental causes.

Materials

What do we need for our activity?

- ✓ Props related to environmental or social issues (e.g., recycling bins, water bottles, mock potted plants)
- ✓ Costumes or accessories to represent different characters or roles
- ✓ Poster boards and markers to create visual aids
- ✓ Camera or smartphone (optional, for recording live performances)
- ✓ Audio speakers for playback if recording



Instructions

How do we complete this activity?

- 1) Introduction to Persuasive Techniques:** Begin with a discussion on rhetoric, explaining the basics of ethos, pathos, and logos. Provide examples of each to illustrate how they can be used to persuade an audience.
- 2) Choose a Cause:** Students pick a cause they are passionate about, such as saving water, reducing waste, or promoting fairness and equality.
- 3) Scriptwriting Workshop:** Guide students in writing a script for their commercial. Encourage them to think about how to incorporate persuasive techniques into their dialogue and narrative.
- 4) Creating Visual Aids:** Allow students to create visual aids to support their message. Discuss how visuals can complement their words for a stronger impact.
- 5) Rehearsal and Production:** Students rehearse their commercials, focusing on their delivery and the use of props and visuals. If possible, record their performances for later viewing.
- 6) Performance and Feedback:** Students perform their commercials to the class. Provide feedback on their use of persuasive techniques and dramatic elements.

Persuasive Techniques

Use some of the persuasive techniques

| Technique | Description |
|----------------------------|---|
| Ethos (Credibility) | Explain why the speaker is trustworthy or knowledgeable. For example, introduce a character who is an expert or has experience with the cause. |
| Pathos (Emotion) | Use emotional appeals to connect with the audience. This could involve telling a touching story or showing how the cause affects people or animals. |
| Logos (Logic) | Use logical arguments and facts to support the cause. This might include statistics or clear reasons why the cause is important. |
| Bandwagon Appeal | Suggest that everyone is doing it and the audience should too. This can be achieved by having many people supporting the cause or joining in. |
| Testimonial | Use a person who endorses the cause, sharing their positive experience. This person could be a peer or a famous figure. |
| Call to Action | Clearly tell the audience what they should do next to support the cause. This could be a strong slogan encouraging action. |

Scriptwriting

Steps for writing a good script

| Step | Description |
|--|--|
| 1. Start with a Strong Hook | Begin your script with an attention-grabbing opening to draw in your audience. This could be a surprising fact, a question, or a dramatic statement. |
| 2. Define the Message | Clearly state the main message or goal of your commercial. Make sure your audience knows what you are advocating. |
| 3. Develop Characters | Create interesting characters that your audience can relate to. These characters will help convey your message. |
| 4. Use Persuasive Techniques | Incorporate ethos, pathos, logos, and other persuasive techniques to strengthen your argument. |
| 5. Include Dialogue | Write engaging dialogue for your characters. Ensure that the conversation sounds natural and supports your message. |
| 6. Keep it Concise | Make sure your script is clear and to the point. Avoid unnecessary details and stay focused on your message. |
| 7. End with a Strong Conclusion | Finish with a memorable closing statement or call to action that encourages your audience to take action. |

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|----------------------------|---|
| Clarity of Message | Deliver the intended message clearly and concisely throughout the commercial. |
| Persuasive Techniques | Effectively use rhetorical strategies (ethos, pathos, logos) to persuade the audience. |
| Expressive Delivery | Use expressive voice modulation, facial expressions, and body language to convey emotions and messages. |
| Audience Engagement | Engage the audience with direct appeals, questions, or other techniques that draw their attention and interest. |
| Collaborative Presentation | Work together effectively with group members to present a unified and compelling message. |

Planning

Answer the questions below

1) What environmental cause did you research?

2) What persuasive techniques do you plan to use?

3) What is your hook? Describe how you will start your commercial to grab the audience's attention.

4) Who are your characters and how will they help convey your message?

5) What is the main message you want to communicate?

6) What visual aids or props will you use?

7) What is your call to action? Decide how you will encourage your audience to take specific action related to your cause.

DRAFT

Environmental Causes

Provide the following topics for the students to pick.

Recycling Awareness: Promoting the importance of recycling at school and home to reduce waste.

Water Conservation: Encouraging the community to save water by turning off taps when not in use and fixing leaks.

Planting Trees: Creating more green spaces in the community by planting trees to help the environment.

Energy Conservation: Encouraging families to save energy by turning off lights when they're not needed and using energy-efficient appliances.

Animal Welfare: Raising awareness about the proper care of pets and the importance of adopting animals from shelters.

Litter Prevention: Campaigning to keep playgrounds and parks clean by properly disposing of trash.

Safety on the Road: Educating about road safety, such as wearing helmets while biking and looking both ways before crossing the street.

Supporting Local Businesses: Encouraging the community to shop locally to support neighborhood businesses and reduce environmental impact.

Composting: Promoting the benefits of composting food scraps and yard waste to reduce landfill waste and enrich soil.

Clean Air Program: Encouraging actions that reduce air pollution, such as using public transportation, biking to school, and planting trees.

Reducing Plastic Use: Encouraging the use of reusable items instead of single-use plastics to decrease plastic waste.

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|-----------------------------------|---|--|--|---|
| Clarity | Message is confusing and unclear. | Message is somewhat clear with lapses. | Message is clear and understandable. | Message is exceptionally clear and compelling. |
| Persuasive Techniques | Uses no persuasive techniques. | Uses basic persuasive elements effectively. | Uses persuasive elements well to engage. | Masterfully uses persuasive elements to influence. |
| Expressive Delivery | Lapses to no expression in delivery. | Some expression in delivery. | Consistently expressive in delivery. | Outstanding expression and engagement in delivery. |
| Audience Engagement | Fails to engage the audience. | Engages audience occasionally. | Regularly engages and leads audience interest. | Fully engages and captivates the audience throughout. |
| Collaborative Presentation | Minimal teamwork and disjointed presentation. | Some teamwork but lacks smooth coordination. | Effective teamwork and coordinated presentation. | Seamless teamwork and perfectly coordinated presentation. |

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Exploring Global Dramatic Forms

Objective

What are we learning more about?

Students will explore different dramatic forms from around the world, find common themes, and discuss their cultural significance, focusing on authenticity and respectful representation.

Materials

What do we need for our activity?

- ✓ Pre-prepared information sheets about global dramatic forms
- ✓ Art supplies (markers, colored paper, scissors, glue)
- ✓ Simple costumes and props that can be made from classroom materials



Instructions

How do we complete the activity?

- 1) Explain how drama is important in different cultures and talk about the variety of common themes in it such as heroism, conflict. Show examples of the different cultural dramatic forms using videos on YouTube.
- 2) Divide the class into groups. Give each group information sheets of different dramatic forms and ensure that they understand the basic key elements, cultural significance, and common themes of the dramatic forms on their hand.
- 3) Let the groups plan and create a presentation that includes the following:
 - A brief history of the dramatic form
 - Key elements and features
 - Cultural significance and themes
 - A short performance to showcase key aspects (use the provided scripts or scenes)
- 4) Using art supplies students create posters that include information from the information sheets.
- 5) Students rehearse their presentations, ensuring that they respectfully represent narratives and forms they are representing. Provide feedback to help them improve clarity and accuracy.
- 6) Each group presents their performance to the class. Encourage the audience to ask questions and discuss the cultural significance of each act.
- 7) Discuss the common themes found across different dramatic forms and their cultural significance.

Criteria

Use the criteria below to complete the assignment.

| Criteria | Description |
|-------------------------------|---|
| Clear Presentation | Speak loudly and clearly so everyone can hear and understand your presentation. |
| Expressive Actions | Use facial expressions and body movements to show emotions and actions in your performance. |
| Cultural Understanding | Understand the culture you are representing by accurately portraying its dramatic form. |
| Team Cooperation | Work well with your group, ensuring everyone has a role and contributes to the performance. |
| Engaging Performance | Make your presentation interesting and engaging to capture the audience's attention. |

Planning

Answer the questions below.

1) What is the main story or idea that your group is presenting?

2) How can you show the key elements and features of a dramatic form in your performance? (ex. heroism, loyalty, love, etc.)

3) What is the most important message or lesson you want your audience to take away from your presentation?

Information Sheet

Provide the following sheets for the students to pick.

| Information Sheet | Short Script |
|--|---|
| <p>History: Kabuki is a classical Japanese drama known for its elaborate costumes and elaborate makeup.</p> <p>Key Elements: Exaggerated, expressive movements and dramatic storytelling.</p> <p>Cultural Significance: Reflects traditional Japanese aesthetics, stories, often involving historical or moral themes.</p> <p>Common Themes: Heroism, loyalty, love, and conflict.</p> | <p>Scene: A hero defends their honor in a dramatic confrontation.</p> <p>Characters: Hero, Villain, Villain's Sidekick, Hero's Friend, Bystander</p> <p>Script</p> <p>Hero: (strikes a bold pose) "I will protect my honor!"</p> <p>Villain: (laughs menacingly) "You cannot defeat me!"</p> <p>Sidekick: (mockingly) "Yes, give up now!"</p> <p>Hero's Friend: (supportively) "Stay strong, Hero!"</p> <p>Bystander: (gasps) "What's happening?"</p> <p>(The scene concludes with a stylized, slow-motion dramatic movement and a flourish.)</p> |

| Information Sheet | Short Script |
|--|--|
| <p>History: Commedia dell'arte is a form of theater characterized by masked "types" and improvised performances.</p> <p>Key Elements: Masks, physical comedy, and stock characters like Harlequin and Pantalone.</p> <p>Cultural Significance: Highlights humor and satire, often poking fun at societal norms and behaviors.</p> <p>Common Themes: Love, trickery, and social commentary.</p> | <p>Scene: Harlequin and Pantalone in a humorous misunderstanding.</p> <p>Characters: Harlequin, Pantalone, Columbine, Doctor, Captain</p> <p>Script</p> <p>Harlequin: (giggling and dancing) "Look, Pantalone, I'm so talented!"</p> <p>Pantalone: (grumpy) "Get off around and get to work!"</p> <p>Columbine: (giggling) "Harlequin is always so funny!"</p> <p>Doctor: (confused) "What's all this noise about?"</p> <p>Captain: (boldly) "Silence! I demand order!"</p> <p>(Harlequin trips and falls, causing everyone to laugh.)</p> |

Information Sheet

Provide the following sheets for the students to pick.

| Information Sheet | Short Script |
|---|--|
| <p>History: Kathakali is a classical Indian dance-drama noted for its colourful makeup, costumes, and intricate gestures.</p> <p>Key Elements: Elaborate makeup, detailed costumes, and expressive hand and facial gestures.</p> <p>Cultural Significance: Depicts stories from Hindu epics, showcasing themes of good vs. evil.</p> <p>Common Themes: Good vs. evil, heroism, and moral lessons.</p> | <p>Scene: A prince rescues villagers from a wild animal.</p> <p>Characters: Prince, Villager 1, Villager 2, Wild Animal, Prince's Guard</p> <p>Script: Prince: (bravely) "Stay behind me, villagers, I will protect you!"</p> <p>Villager 1: (frightened) "The animal is getting closer!"</p> <p>Villager 2: (worried) "What will we do?"</p> <p>Guard: (supportively) "The prince is strong and brave!"</p> <p>Wild Animal: (roaring) "Grrrr!"</p> <p>(The prince and the guard work together to drive away the wild animal, saving the villagers.)</p> |

| Information Sheet | Short Script |
|---|--|
| <p>History: Brazilian Carnival is a vibrant festival celebrated with music, dance, and colorful costumes, marking the beginning of Lent.</p> <p>Key Elements: Samba music, elaborate costumes, parades, and street parties.</p> <p>Cultural Significance: Reflects Brazilian culture, joy, and community spirit.</p> <p>Common Themes: Celebration, joy, and community.</p> | <p>Scene: A lively samba parade during Carnival.</p> <p>Characters: Samba Dancer 1, Samba Dancer 2, Drummer, Spectator 1, Spectator 2</p> <p>Script: Samba Dancer 1: (dancing energetically) "Feel the rhythm of Carnival!"</p> <p>Samba Dancer 2: (twirling) "Let's dance together!"</p> <p>Drummer: (playing drums) "Let's make some noise!"</p> <p>Spectator 1: (cheering) "This is amazing!"</p> <p>Spectator 2: (clapping) "What a beautiful celebration!"</p> <p>(The scene is filled with vibrant dance and music, showcasing the joy of Carnival.)</p> |

Information Sheet

Provide the following sheets for the students to pick.

| Information Sheet | Short Script |
|--|---|
| <p>History: Aesop's fables are traditional stories passed down orally, though some are often written. They often feature animals as characters and teach moral lessons.</p> <p>Key Elements: Use of animals as characters to teach moral lessons.</p> <p>Cultural Significance: Highlight wisdom, cultural values, and community teachings.</p> <p>Common Themes: Wisdom, morality, and moral lessons.</p> | <p>Scene: A tortoise outsmarts a greedy lion.</p> <p>Characters: Tortoise, Lion, Monkey, Elephant, Bird</p> <p>Script: Tortoise: (calmly) "I have a plan to get more food." Lion: (greedily) "Tell me, Tortoise!" Monkey: (curiously) "What is your plan?" Elephant: (concerned) "Be careful, Tortoise." Bird: (excitedly) "I want to see this!" (The tortoise leads the lion into a trap, teaching the lion a lesson about greed, while the animals watch.)</p> |

| Information Sheet | Short Script |
|---|---|
| <p>History: Andean theatre, particularly in regions like Peru and Bolivia, combines indigenous traditions with influences from Spanish colonization, often performed during festivals and celebrations.</p> <p>Key Elements: Colourful costumes, masks, music, and dance, incorporating elements of both pre-Columbian and colonial cultures.</p> <p>Cultural Significance: Reflects the blending of indigenous and colonial histories and the celebration of cultural identity.</p> <p>Common Themes: Resistance, cultural heritage, and the celebration of life and nature.</p> | <p>Scene: A community comes together to build a new home for a family.</p> <p>Characters: Builder 1, Builder 2, Family Member 1, Family Member 2, Neighbor</p> <p>Script: Builder 1: (enthusiastically) "Let's start building our new home!" Builder 2: (cheerfully) "I'll do this together!" Family Member 1: "Thank you all for helping us!" Family Member 2: (excitedly) "Our new home will be wonderful!" Neighbor: (supportively) "The whole community is here to help!" (The community works together to build the new home, showing cooperation and support.)</p> |

Reflection

Answer the questions below.

1) How did you feel about your performance? Were you confident and clear in your presentation?

2) What did you find interesting about the dramatic form your group presented?

3) What did you learn about the dramatic form you presented, and the forms other groups presented?

4) What challenges did you face in presenting your drama? How did you overcome them?

PREPARED

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|-----------------------------|---|---|---|---|
| Clear Presentation | Difficult to hear or understand | Sometimes clear, but needs improvement | Usually clear and understandable | Always clear, loud, and easy to understand |
| Expressive Acting | Not expressive | Some expression, but not consistent | Good expression most of the time | Very expressive and engaging throughout |
| Cultural Respect | Shows little understanding of the culture | Some understanding, but makes some mistakes | Mostly respectful and accurate | Very respectful and accurately represents the culture |
| Team Cooperation | Little cooperation, does not work well in group | Some cooperation | Works well with group most of the time | Excellent cooperation, works very well with the group |
| Engaging Performance | Not engaging, lacks energy or interest | Somewhat engaging, needs more energy | Engaging and interesting most of the time | Very engaging, keeps the audience interested throughout |

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

Activity: Expressive Cultural Poetry

Objective

What are we learning more about?

To perform poems from various cultures, using dramatic interpretation to emphasize the features of each culture's expression. Focus on utilizing vocal variety and physical gestures to enhance the poetic language and cultural themes.

Materials

What do we need for our activity?

- ✓ A selection of poems from various cultures
- ✓ Printed copies of poems for each student
- ✓ Simple costumes and props (optional, can be made from classroom materials)



Instructions

How do we complete the activity?

- 1) Explain how poetry express emotions and cultural themes. Discuss how vocal variety and physical gestures enhance the performance of poetry.
- 2) Divide the class into small groups (4-5 students per group).
- 3) Provide each groups with poems of different cultures. Ensure that students understand the meaning of the poem, the emotion conveyed, and the cultural themes it highlights.
- 4) Have the students in each group assign parts of the poem to themselves, discuss how they are going to use their vocal, physical techniques, and rehearse their act individually and as a group.
- 5) Let groups perform their poem for the class. Encourage others to provide feedbacks.
- 6) Discuss the different poems and performances, focusing on how the use of vocal variety and physical gestures enhanced the understanding of the poems.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|--------------------------|--|
| Clear Speech | Speak loudly and clearly so everyone can hear and understand. |
| Expressive Voice | Use different tones and volumes to show emotions in the poem. |
| Facial Expression | Use your face to show how the poem's characters feel. |
| Body Movement | Use your body and gestures to help tell the story of the poem. |
| Teamwork | Work with your group, making sure everyone has a part to play. |

Planning

Use the steps below

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

2) How can you make sure everyone in your group has a part to play in the poem? How could you creatively read the poem together?

3) How are you going to make your performance engaging for the audience?

Poems

Let the groups choose from the poems below

| Poem Text | Cultural | Poem | Theme |
|---------------------|-----------------|--|---|
| Dancing Leaves | Native American | <p>In the forest, whispers speak, Leaves dance in a gentle creek. The eagle soars, high in the sky, Echoes of an ancient cry. Drumbeats call, the earth to greet, Unity in every beat. With respect, we honor past, In the shadows cast. Through fire's light, We find us in the darkest night. A voice so strong, so free, Spirit of the land. In the forest, we rise, From the earth, we please.</p> | Connection to nature, heritage, and unity |
| Moon Festival Night | Chinese | <p>Lanterns glow, so bright, In the calm of autumn night. Moon above, round and full, Family gathers, joy to all. Mooncakes passed from hand to hand, Tradition that we understand. Dragons dance, with fiery grace, Unity in every face. Tales of love, of legends old, Mid-Autumn's warmth, a joy untold. In the night, our voices sing, Underneath the moon's soft wing. Lanterns glow, our hearts unite, On this Moon Festival night.</p> | Family, tradition, and unity |

Poems

Let the groups choose from the poems below

| Poem Text | Cultural Connection | Poem | Theme |
|------------------|---------------------|--|--|
| Carnival Colours | Brazilian | <p>Samba drums, a lively beat, Carnival flows down the street. Feathers, sequins, bright array, Celebration rules the day. Dance and sing, with joyous heart, Every soul, a work of art. Masks may conceal, yet truths reveal, Rhythm that we deeply feel. Carnival is a vibrant sea, Where all are free. The music is loud and clear, We have no time to fear. Samba drums turn to dawn, Carnival, on a new dawn. Unity in celebration, Carnival is so sweet.</p> | Joy, freedom, and cultural celebration |
| Desert Stars | Arabian | <p>Underneath the desert sky, Stars above, so high. Bedouins, with tales to share, Stories told with love and care. Camels tread on ancient sand, Footsteps mark a timeless land. Oasis calls with waters pure, In the desert, spirits endure. Nomads sing of days gone by, Legends in the starry sky. Magic of the night unfolds, Secrets of the past it holds. Underneath the desert stars, We find peace, no matter how far. Whispers in the night's embrace, Desert stars, our hearts retrace.</p> | Tradition, endurance, and peace |

Poems

Let the groups choose from the poems below

| Poem Text | Cultural Origin | Poem | Theme |
|-----------------|-----------------|--|---|
| Harvest Time | American | <p>Fields of gold beneath the sun, Harvest time has now begun. Children laugh, their voices rise, Echoing the clear blue skies. Drums of joy, they fill the air, Celebration everywhere. Fruit of labor, hands have sown, In the land, our hearts have grown. In the fields, work and play, From each blessed day. The sun glows with firelight, The stars shine through the night. The harvest's here, Time of joy and cheer. Gather 'round and dance, Celebrate a sweet harvest dance.</p> | Community, gratitude, and celebration of life |
| Northern Lights | Scandinavian | <p>In the north, the wind blows, Northern lights begin their show, Colors dance in the skies, Magic before our eyes. Legends old, of Vikings true, Whispered tales we all know. In the night, the spirits dance, Guiding us along our way. Fires burn, we gather 'round, Stories of the past resound. Snowflakes fall, a silent song, In the cold, we all belong. Northern lights, a sight so grand, Binding us to this great land. In the north, our hearts are bright, Guided by the northern light.</p> | Nature's beauty, traditions, and community |

Plan

Create a plan to improve your performance if you were to do it again.

PREVAILED

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|---------------------------|--|--|---|--|
| Clear | Hard to understand, many words unclear | Sometimes hard to understand, some unclear words | Mostly clear, few unclear words | Very clear, all words easy to understand |
| Expressive Voice | Weak expression | Some expression, voice varies occasionally | Good expression, voice varies appropriately | Excellent expression, voice is very engaging |
| Facial Expressions | Little or no facial expressions, not appropriate | Some facial expressions, mostly appropriate | Good facial expressions, mostly appropriate | Excellent facial expressions, always appropriate |
| Body Movements | Little or no movement | Some movement, mostly effective | Good movement, mostly effective | Excellent movement, very effective |
| Teamwork | Limited cooperation, performance lacks cohesion | Some cooperation, some parts lack cohesion | Good cooperation, performance is cohesive | Excellent cooperation, performance very cohesive |

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

Activity Title: Director's Chair

Objective What are we learning more about?

Students will learn the responsibilities and creative decisions involved in directing a performance, focusing on the director's role in guiding the vision and execution of the performance.

Materials What is needed for our activity?

- ✓ Script excerpts or a short story
- ✓ Simple props (optional)
- ✓ Costumes (optional)
- ✓ Timer or stopwatch
- ✓ Notebooks and pencils for notes



Instructions How do we complete the activity?

- 1) Start by explaining the objective of the activity, focusing on the responsibilities of a director, such as envisioning a scene, guiding a performance.
- 2) Form groups of students with 4-5 students in a group. Provide each group with a brief scene description. Make them appoint one student as the director for their act.
- 3) The group rehearses the scene under the director's guidance and makes adjustments as needed. Encourage the director to use his or her imagination and creativity to expand on the scene description and produce a complete scene.
- 4) Each group performs their scenes in front of the class with the director introducing the scene and explains their version for it.
- 5) After all groups performed, gather the students for a reflection session.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|---------------------------|--|
| Clear Vision | The director communicates a clear vision for the scene. |
| Acting Guidance | The director effectively guides actors in their roles and emotions. |
| Creative Decisions | The director makes creative choices that enhance the scene. |
| Cohesion | The scene flows smoothly and all parts fit together well. |
| Engagement | The director ensures all group members are involved and contributing to the process. |

Planning (For Directors)

Answer the questions below.

1) What is the main idea of your scene?

2) How will you arrange the actors on the stage?

3) How will you explain your vision to your group?

Scenes

Let groups choose from the scene descriptions in the table below

A family dinner with a surprise announcement.

Friends planning a birthday party.

A team preparing for a big game.

Classmates working on a school project.

Neighbors resolving a disagreement about a shared space.

Siblings deciding how to spend a rainy day indoors.

A group of friends building a fort in the backyard.

A family preparing for a big move to a new house.

A teacher announcing a surprise field trip to the zoo.

A group of friends searching for a lost pet in the neighborhood.

Siblings making breakfast in bed for their parents.

A team celebrating a big win after a game.

Two Stars And A Wish

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

If you were a director, review your group of actors, and if you were an actor review your director.



PERVALE

Rubric

How did you do on the assignment?

| Criteria | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|---------------------------|--|---|---|--|
| Clear Vision | Rarely clear for the scene. Vision is unclear. | Vision is somewhat clear but needs improvement. | Vision is mostly clear and understandable. | Vision is very clear and easy to understand. |
| Actor Guidance | Rarely guides actors. | Sometimes guides actors but needs improvement. | Often guides actors effectively. | Always guides actors effectively. |
| Creative Decisions | Few or no creative choices made. | Sometimes creative choices made. | Good creative choices that enhance the scene. | Excellent creative choices that greatly enhance the scene. |
| Cohesion | Scene is disjointed and parts do not fit together. | Scene somewhat cohesive but needs improvement. | Scene mostly flows smoothly and parts fit well. | Scene flows smoothly and all parts fit together very well. |
| Engagement | Rarely involves or engages group members. | Sometimes involves group members but needs improvement. | Often involves and engages group members. | Always involves and engages all group members. |

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

Activity: Hats Off to Theatre Roles!

Objective What are we learning more about?

Students learn about different theatre production roles by drawing a hat representing a role and acting out a day in the life of their character. This activity will help students understand and portray the specific skills and challenges associated with various theatre roles.

Materials What do we need for our activity?

- ✓ A set of hats or paper hats each labeled with a different theatre role (e.g., director's hat, construction worker's hard hat, chef's hat, police officer's cap, cowboy hat, actor's top hat, baseball cap, detective's hat, clown's hat, Santa Claus hat, clown's hat, etc.)
- ✓ Timer (to keep track of the 1-minute performance)
- ✓ Space for performance (classroom or stage area)



Instructions How do we complete the activity?

- 1) Start the activity by having students choose a role associated with the hat they drew.
- 2) Give the students some time to think about who their character is, the hat they drew, how would a day in their lives look like?, and how they would act out for their classmates?
- 3) Students will then prepare a 1 minute play that shows a day in the life of their character wearing the hat they drew.
- 4) Students perform their act to the class. The other students (audience) will guess the character or its role.
- 5) After each student presents, discuss as a class how the student portrayed their role, what skills they demonstrated, and any other possible approaches.

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|-------------------------------------|--|
| Stay in Character | Act consistently as your assigned theatre role throughout the presentation. |
| Use Props and Gestures (hat) | Use props and gestures to enhance the portrayal of your character's daily tasks. |
| Show Responsibilities | Demonstrate the main tasks and responsibilities of your theatre role. |
| Express Emotions | Use facial expressions and body language to convey your character's plans and reactions. |
| Engage the Audience | Make eye contact and involve the audience in your performance to keep their interest. |

Planning

Answer the

1) What character wears this hat?

2) Describe a scene you could act out using your character. What problem might the character face? What will be the solution?

3) How will you make your performance engaging for the audience?

Extension

Write a diary about a day in your character's life.

PREVALENT

Rubric

How did you do on the assignment?

| Criteria | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|-----------------------------------|---|--|--|---|
| Stay in Character | Rarely stays in character. | Sometimes stays in character. | Mostly stays in character. | Always stays in character. |
| Use Props and Gestures | Rarely uses props and gestures. | Uses some props and gestures. | Uses props and gestures well. | Uses props and gestures very effectively. |
| Show Role Responsibilities | Shows few or no tasks and responsibilities. | Shows some tasks and responsibilities. | Shows most tasks and responsibilities. | Clearly shows all tasks and responsibilities. |
| Express Emotions | Shows little or no appropriate emotions. | Shows appropriate emotions. | Shows appropriate emotions well. | Shows emotions very effectively. |
| Engage the Audience | Rarely engages the audience. | Sometimes engages the audience. | Mostly engages the audience. | Always engages the audience. |

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



Workbook Preview



Ontario – Arts Curriculum

Grade 5 – Dance

| | Learning Experiences | Pages |
|------|--|---|
| A1.1 | Translate into movement sequences a variety of images and ideas from other classroom subjects, including the arts. | 5-7, 10-16, 28-29, 52-53, 55-59, 71-75 |
| A1.2 | Use dance as a language to explore, interpret, and communicate ideas derived from a variety of literature sources. | 20-22, 25, 30-35, 37-46, 54, 63-67, 112 |
| A1.3 | Identify the elements of dance used in their own and others' dance pieces and explain how they help communicate a message. | 55-56, 48-57, 62-62, 69-75, 77-78, 84-93, 100-101, 110-112, 115-125 |
| A2.1 | Identify and give examples of their strengths and areas for growth as dance creators and audience members. | 17, 24, 47, 60, 68, 76, 79-83, 94, 99, 102-109, 113 |
| A3.1 | Describe, with teacher guidance, dance forms and styles that reflect the beliefs and traditions of diverse communities, times, and places. | 32-34, 48-49, 79-82, 112, 114, 117-119, 122-125 |
| A3.2 | Identify and describe some of the ways in which dance influences popular culture. | 102-106, 108-109, 113-114 |

Preview of 19 activities from this unit that contains 34 activities in total.

The Influence of Visual Art on Dance

Introduction

In the many forms of dance, movements and performances are often inspired by the world of visual arts, such as painting and sculptures. Dancers, like artists, use skill and energy to bring their stories to life.



- 1. Body/Creating Shapes/Symmetry and Asymmetry:** Dancers use their bodies to make shapes that can be symmetrical (where both sides look the same) or asymmetrical (where one side is different). This is similar to how a sculpture might look, influenced by the balance or imbalance in its design.
- 2. Space/Filling and Sharing/Positive and Negative Space:** In dance, the space a dancer's body occupies is called positive space, and the empty space around them is known as negative space. This concept is similar to how an artist views a canvas, using both the areas filled with paint and the left blank to complete their artwork.
- 3. Energy/Expressing Feelings/Quality and Effort:** A dancer's movement shows the emotion and effort a dancer puts into their performance. This can be compared to how an artist uses different strokes and colors to express feelings in a painting. Dancers might use smooth, flowing movements for soft energy or sharp, quick motions for intense energy.

Conclusion

Just as artists create captivating visuals with their brushes, dancers craft their performances with movement, turning the stage into a dynamic canvas.

Question

Answer the questions below.

1) What do symmetry and asymmetry mean in the context of a dancer's body position?

2) How would you describe positive and negative spaces in dance?

3) What does energy refer to in a dancer's movements? How can it affect the way a performance feels?

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Dancers only use symmetrical shapes when they perform. | True | False |
| 2) Negative space is the space that a dancer's body occupies. | True | False |
| 3) Energy in dance is only about how fast the movements are. | True | False |
| 4) A dancer's movements can be inspired by paintings and sculptures. | True | False |
| 5) All dance movements are slow and smooth to show gentle energy. | True | False |

Activity: Dance the Art

Objective

What are we learning more about?

Create a dance inspired by a piece of artwork



Materials

What do we need for our activity?

- ✓ Images of various paintings and abstract artworks
- ✓ Open space for movement
- ✓ Music player (optional background music)

Instructions

How do we complete this?

- 1) **Divide into Groups:** Divide the class into small groups. Give each group a different painting or abstract artwork to inspire their dance.
- 2) **Discuss and Plan:** Groups will engage in discussion about their assigned artwork, focusing on its colours, shapes, and themes. They will brainstorm and decide how to use body shapes, movements, and moments of stillness to best represent the elements and emotions of the work.
- 3) **Create Your Dance:** Groups create a short dance sequence that captures the essence of their artwork. Encourage them to focus on using body, space, and energy.
- 4) **Performance:** One by one groups perform their dance sequence in front of the class.
- 5) **Reflection:** After all the performances, gather the students to reflect on their experience and discuss what everyone enjoyed the most about expressing artwork through dance.

Criteria

Use the criteria below to complete the assignment.

| Criterion | Description |
|-------------------------------------|--|
| Artist Representation | Ensure your dance accurately represents the colours, shapes, and mood of the assigned artwork. |
| Creative Use of Space | Use both positive and negative space creatively to reflect the spatial composition of the artwork. |
| Variety in Movements | Use a mix of symmetrical and asymmetrical movements, and vary the energy and pace. |
| Team Collaboration | Work together as a team, incorporating ideas from all members to create a cohesive performance. |
| Presentation and Explanation | Present your dance and articulate how your movements reflect the artwork after performing. |

Tips

Use these tips to improve your performance.

| Tip | Description |
|-----------------------------------|---|
| Use Space Wisely | Think about how you use the stage space to mirror the expansiveness or intimacy of the artwork. |
| Vary Your Movements | Incorporate different speeds and intensities to reflect the artwork's energy and mood. |
| Communicate with Your Team | Discuss your ideas openly and make sure everyone's voice is heard to blend your creative visions. |
| Reflect the Mood | Try to embody the emotion of the artwork in your performance, whether it's joyous, somber, or tranquil. |
| Be Bold with Shapes | Use bold, clear shapes to mimic the lines and forms in the artwork. |

Planning

Answer the questions below.

1) What colours do you see in the artwork, and how will those colours be represented in your dance sequence?

2) What shapes or patterns do you see in the artwork? Explain how those shapes and patterns inspire your dance.

3) What mood or feeling does the artwork convey?

4) What kinds of energy (fast, slow, sudden, smooth) do you feel from the artwork?

Artworks

Create a dance sequence inspired by the artworks below.



Artworks

Create a dance sequence inspired by the artworks below.



Artworks

Create a dance sequence inspired by the artworks below.



**Performance Review
Chart**

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

| Category | Detail |
|-------------------|--------|
| Best Moment | |
| | |
| | |
| | |
| | |
| Biggest Challenge | |
| | |
| | |
| | |
| | |
| What I Learned | |
| | |
| | |
| | |
| | |

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|-------------------------------------|---|---|--|---|
| Artistic Representation | Little reflection of work | Some elements represented; vague connection | Accurately reflects artwork with minor issues | Precisely and creatively represents artwork |
| Creative Use of Space | Space mostly confined | Basic use of space; lacks creativity | Good use reflecting artwork's composition | Excellent, innovative use of space |
| Variety in Movement | Repetitive, little variation | Some variation; balanced | Good mix of movements; reflects artwork well | Highly varied, dynamic, and reflective of artwork |
| Team Collaboration | Minimal collaboration; appears disjointed | Some collaboration; lacks cohesion | Effective collaboration with minor misalignments | Exceptional teamwork; cohesive performance |
| Presentation and Explanation | Unclear, rushed presentation | Some clear, lacks depth in explanation | Clear, articulate explanation | Detailed, articulate presentation and explanation |

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

Activity: Mirror Dance Challenge

Objective What are we learning more about?

Exploring concepts of leadership, following, symmetry, and spatial awareness through mirroring dance movements.

Materials What do we need for our activity?

- ✓ Open space for movement
- ✓ Music player with variety of music styles
- ✓ Cards with specific movement prompts (Optional)



Instructions How do we complete this activity?

- 1) **Pair Up:** Pair students together. Let them decide who will lead first.
- 2) **Leader and Follower:** The leader begins by performing various movements or randomly selecting a movement card to execute. The follower then attempts to closely mirror the leader's movements.
- 3) **Focus on Timing and Symmetry:** The follower aims to synchronize their movements with the leader, matching both the timing and the direction of their actions.
- 4) **Switch Roles:** Halfway through the session, switch roles so each student gets a chance to lead and follow.
- 5) **Explore Space:** Encourage students to use their space wisely. They should move close together and then apart, exploring how proximity affects their ability to mirror each other.
- 6) **Reflection:** After the activity, gather the pairs and discuss what they learned about leading, following, and using space.

Criteria

Use the criteria below to complete the activity.

| Criteria | Description |
|---------------------------|--|
| Accurate Mirroring | Successfully mirrors the leader's movements accurately, matching poses and gestures precisely. |
| Synchronization | Maintains the same timing, tempo, and dynamics as the leader, ensuring movements are in unison. |
| Use of Space | Effectively uses proximity, adjusting distance to match the leader's spatial use during the dance. |
| Energy Matching | Matches the leader's energy level throughout the dance, contributing to the overall performance. |
| Role Adaptability | Demonstrates flexibility and understanding by effectively switching between leading and following. |

Tips

Use the tips below to improve your performance.

| Tip | Description |
|---------------------------------|--|
| Watch Carefully | Keep your eyes on the leader to capture every detail of their movements. |
| Stay Aligned | Try to align your body exactly with the leader's body to mirror their posture and positioning. |
| Match the Mood | Pay attention to the leader's expressions and emotions. Try to reflect it in your own performance. |
| Keep the Distance | Maintain a consistent distance from the leader, adapting to their use of space. |
| Practice Switching Roles | Practise both leading and following to get comfortable with both aspects of the dance. |

Movements

Perform the movements below

Arm circles, knee lifts, sidestep

Spin, jump, touch toes

Overhead, squat, twist

Head nod, elbow to knee, back arch

Wave arm, leg lifts, shoulder shrug

Cross arm, arm swing, body roll

High kick, heel pivot turn

Step clap, grapevine, cange

Head nods, wrist flick, ankle bounce

Moonwalk, snap fingers

Leg swing, torso twist, palm open

Tiptoe, flutter hands, bow

Slide step, hip shake, palm press

Finger point, knee bend, spin

Jumping jack, windmill, high reach

Reflection

Answer the questions below.

1) Can you explain how using symmetry in your dance movements helped make the performance more interesting?

2) What was challenging about mirroring your partner's movements?

3) How did switching between leading and following help you understand both roles better?

Word Search

Find the words in the word search.

| | |
|---------|--------|
| Squat | Twist |
| Tiptoe | Beauty |
| Space | Follow |
| Role | Mirror |
| Balance | Level |
| Lead | Stomp |

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

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|------------------------------|---|--|--|--|
| Accuracy Mirroring | Does not match leader's movements | Some matching with noticeable differences | Mostly accurate mirroring with minor errors | Perfect mirroring of all movements |
| Synchronization | Struggles with timing and dynamics | Occasionally in sync with some inconsistencies | Mostly in sync, minor timing issues | Perfectly synchronized throughout the dance |
| Use of Space | Effectively uses space with some adjustments | Inadequate use of space with some adjustments | Effectively uses space with slight adjustments | Flawlessly adjusts space to enhance performance |
| Energy Matching | Energy levels do not match, affecting quality | Energy mostly aligned with leader's | Energy mostly aligned with the leader | Energy perfectly matches the leader's |
| Role Adaptability | Struggles with switching roles | Some flexibility, lacks smooth transitions | Good adaptability with minor issues | Seamlessly switches roles with great flexibility |

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

Peer-Assessment

Rate one of your group member's performance.

| Yr _____ Name _____ | |
|---|----------------------------|
| Yr _____'s name _____ | |
| Description | Rate (Colour the Stars) |
| The dancer follows the rhythm of the music being played. | ☆☆☆☆☆ |
| The dancer's energy is shown just like the feelings in the music. | ☆☆☆☆☆ |
| The dancer's hand and body movements show clearly what the music feels like. | ☆☆☆☆☆ |
| The dancer makes up new moves that fit the music really well. | ☆☆☆☆☆ |
| The dancer keeps in step with everyone during the group dance. | ☆☆☆☆☆ |
| The dancer uses the whole dance area really well, making the dance look better. | ☆☆☆☆☆ |
| You can understand the story or theme of the music from the dancer's moves. | ☆☆☆☆☆ |
| The dancer works really well with others, helping make the dance great. | ☆☆☆☆☆ |

Athleticism in Dance

Strength and Stamina

Dancers, especially ballet dancers, need a lot of strength. They train to lift their partners, and hold poses for a long time without getting tired. Scientists have found that ballet dancers' strength and stamina are as impressive as those of professional athletes.



Coordination

Dance requires excellent coordination. This means dancers must control their body movements precisely. They have to make sure each step and spin is perfect, often while working closely with a partner. This is very similar to how basketball players must pass the ball accurately. Just as one player dribbles the ball down the field.

Flexibility

Being flexible is a big part of dance. Dancers have to make sure they can bend and twist into all sorts of positions. This flexibility helps them create beautiful shapes with their bodies, just as gymnasts do during their routines.

Group Work

In dance, working in a group is important. Dancers often move in circles or lines and must split apart and come back together smoothly. This requires timing and parting, and it's like a team sport where players must know where they are and work together to succeed.

Timing is Everything

Finally, timing in dance is crucial. Dancers follow a tempo, which is the speed of the music. They also must think about the duration, which is how long they hold each movement or pose. It's like in sports where timing can be the key to winning a game.

Question

Answer the questions below.

1) What does coordination mean in the context of dance?

2) What is stamina?

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) Dancers need a lot of _____ to perform energetically over a long period.
- 2) To perform dance moves correctly, dancers need to have good _____.
- 3) Flexibility helps dancers to _____ easily.
- 4) Dancers use _____ to create interesting and patterns on stage.

Multiple Choice

Circle the letter that corresponds to the correct answer.

- 1) Group formations in dance are used to:

A. Keep dancers from moving

C. Make dance easier

B. Create visual patterns with dancers on stage

D. Play music louder
- 2) Which of the following best describes coordination in dance?

A. Using heavy costumes

C. Controlling body movements accurately

B. Moving without timing

D. Dancing without music

Activity: Popular Dances with Athleticism

Objective What are we learning more about?

Students will explore popular dance styles by selecting and performing a dance in groups, using athleticism to showcase energy, strength, and coordination, and reflecting on how this activity enhances their dance expression.

Materials What do we need for our activity?

- ✓ Open space for movement
- ✓ Internet access or printed materials for dance tutorials (e.g., kid-friendly YouTube videos or how-to guides for dance moves)
- ✓ Music player with songs for the chosen dances



Instructions How do we complete the activity?

- 1) Introduce the "Dances and Athleticism" topic. As a class, review the list of popular dances.
- 2) Discuss how these dances use athleticism—energy, strength, and coordination—like jumping, spinning, or quick steps. Show a few dance tutorial videos and demonstrate a few moves to get them excited.
- 3) Form groups and choose a dance. Divide students into small groups (3–5 students). Each group will choose one dance from the list to learn and perform. Encourage them to pick a dance that they think will let them show off their athleticism.
- 4) Learn and practise with Athleticism. Using tutorials or guides, each group will learn their chosen dance, focusing on using their athleticism. They should incorporate energetic movements (e.g., high jumps, fast steps, strong arm swings) and coordination (e.g., staying in sync with their group).
- 5) Perform for the class. Each group will perform their dance for the class, set to the appropriate song.
- 6) Reflect and discuss. After all performances, have each group share what they learned about their dance and how they used their athleticism (e.g., "We added a big jump to show our energy").

Dance List

Choose one of the dances below to learn as a group

| Dance Name | Description |
|-------------------------|---|
| The Git Up | A fun dance with clear steps and lots of repetition |
| Renegade (simplified) | A simple, kid-friendly version of the classic Renegade |
| Say So | Sassy movements set to Doja Cat's "Say So" |
| Blinding Lights | Fun jumping dance done in a line or small group |
| Fancy Like | Courtney's version of the Walker Hayes song |
| Macarena Remix | A modern twist on the classic Macarena dance |
| Sunday Best | Feel-good, bouncy dance to match the happy vibe of the song |
| Toosie Slide | Step-by-step dance by Drake ("right foot up, left foot slide") |
| Cha Cha Slide | A TikTok version of the classic party dance |
| Watch Me (Whip/Nae Nae) | A throwback that's still trending with young adults |
| Flossing | Swinging arms quickly back and forth while kicking hips |
| The Griddy | A fun skipping dance with swinging arms |
| The Robot | Jerky, mechanical movements to a beat |
| Dab and Slide | A combo of the dab move followed by a smooth side slide |
| SpongeBob Dance | Bouncy knee-and-foot movements that mimic the viral cartoon-style dance |

Reflection

Answer the questions below.

1) How did your group use athleticism (like jumps or fast steps) in your dance?

2) What was the hardest move to learn, and how did you get better at it?

3) How did your dance use space, like moving to side or spreading out?

4) How did working with your group help you perform your dance better?

5) Which animal do you think would be the best at your dance, and why?

Performance Assessment

Assess your experience of participating in the activity.

| Criteria | ✓ | X |
|--|---|---|
| I listened to the music and followed the beat. | | |
| I used athletic moves (jumps or fast steps) in my dance. | | |
| I showed different energy levels (strong/soft) to match the dance style. | | |
| I used a clear tempo (fast/slow) that matched the music. | | |
| I stayed in sync with my group's rhythm and movements. | | |
| We used interesting pathways (straight, curved, zigzag) in our dance. | | |
| My group's dance had clear patterns or formations (like lines or circles). | | |
| I worked well with my group and shared ideas for our dance. | | |
| I performed with confidence and energy in front of the class. | | |
| I enjoyed expressing my athleticism through the dance. | | |

Activity: Dance Storytelling

Objective

What are we learning more about?

Use movement to interpret and express a story, focusing on body gestures, locomotor movements, and the dynamics of energy.



Materials

What do we need for our activity?

- ✓ A list of story prompts (e.g., "The growing and being blown by the wind" or "A superhero getting ready for a day")
- ✓ Open space for movement
- ✓ Soft background music (optional)

Instructions

How do we complete the activity?

- 1) **Introduction:** Briefly discuss the concepts of body gestures, locomotor movements, and the use of energy in dance. Explain how these elements can help tell a story without words.
- 2) **Warm-Up:** Lead the students through a series of stretches and basic locomotor movements such as walking, jogging, and jumping. Then, divide the students into small groups.
- 3) **Story Prompt Selection:** Assign each group a story prompt. Let them choose one from the list.
- 4) **Planning the Dance:** In groups, students discuss the story and how to use dance movements to express the narrative, focusing on body gestures and energy dynamics that match the emotions and actions.
- 5) **Rehearsal:** Groups practice their dance, experimenting with different movements to convey parts of the story through movement.
- 6) **Performance:** Each group performs their dance in front of the class, using body language and movement to narrate their assigned story.
- 7) **Feedback and Reflection:** Discuss what movements were most effective in storytelling. Reflect on how different types of energy and movements can change the feeling of a story.

Prompts Create dance moves that tell the stories described in the prompts below.

| Story Prompt | Description |
|--------------------------------|--|
| A Magical Garden at Night | Students create a dance that explores the mysterious happenings in a magical garden as night falls. |
| An Adventure on a Pirate Ship | Bring to life the life of pirates setting sail on the ocean, encountering storms and treasures. |
| A Space Mission to Mars | Students depict the journey of astronauts as they prepare, travel to, and explore various space challenges. |
| The Enchanted Forest Adventure | As a group, students explore an enchanted forest, interacting with magical creatures and overcoming mystical challenges to find a hidden treasure. |
| Superheroes Save the Day | Each student embodies a superhero with unique powers, working together to thwart a villain's plan and save the world in a climactic showdown. |
| Time Travel Quest | The group embarks on a time-travelling adventure, visiting different historical events or future worlds to solve a puzzle that impacts their own time. |

**2 Stars and
a Wish**

Write the strong and weak aspects of your group's performance.

Write 2 strengths (Stars) and 1 weakness (Wish) from your group's performance.

PERFECT



Exploring Narrative Dance in Theatre

Introduction

Have you ever watched a dance and felt like it was telling you a story? That's what narrative dance in theatre does! It uses body movements and expressions to tell tales, much like a movie, but without words.



- 1) Body Movement:** Dancers use their bodies in special ways to show different characters and emotions. For example, a dancer might use a gentle gesture to show kindness or jump high to show excitement. These movements help us understand the story without any words.
- 2) Space Pathways:** Just like actors move around a stage, dancers use space to enhance their storytelling. They create paths that can make a dance feel like a journey from one place to another. These pathways help to show different scenes of the story, like moving from a forest to a castle.
- 3) Energy and Effort:** How much energy a dancer uses in a movement tells us a lot about the story's emotions. Slow movements can show sadness, while quick, sharp movements can show anger. Dancers adjust their energy to match the mood of the story they are telling.

Conclusion

Narrative dance is not just about showing off fancy steps; it's about communication and emotion. Dancers are like artists who paint pictures with their movements, inviting us into their stories.

True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1) In narrative dance, only the facial expressions tell the story. | True | False |
| 2) High energy movements always mean the character in the dance is happy. | True | False |
| 3) Narrative dance can only be performed in ballet and Kathak styles. | True | False |
| 4) Dancers use space to make their performances more interesting. | True | False |

Question

Answer the question below.

How do you think telling a story in dance is similar to telling a story in a book or a movie?

Word Scramble

Unscramble the words from the word bank.

WORD BANK

NARRATIVE

EFFORT

EMOTION

SPACE

JOURNEY

ENERGY

CREATE

| | | | |
|------------|--|---------|--|
| AWPYATH | | REYNEG | |
| ANIRTVRAE | | YNOUJRE | |
| XSSNEPOEIR | | INTOMEQ | |

Activity: Narrative Dance Creation

Objective What are we learning more about?

Translate a story into a choreographed dance using expressive movements to represent characters and events.

Materials What do we need for our activity?

- ✓ List of short stories suitable for the activity
- ✓ Open space
- ✓ Music player (optional, for background music)
- ✓ Simple props to add visual effects (optional)



Instructions How do we complete the activity?

- 1) **Forming Groups:** Divide the class into small groups and assign them short stories that can be adapted into a dance.
- 2) **Group Discussion:** In groups, students discuss the main characters, setting, and events of the story. They will plan to represent each part using different dance movements.
- 3) **Choreography Planning:** Students decide on gestures for characters and locomotor movements for different scenes. They will show levels (high, medium, low) and formations to enhance the narrative impact.
- 4) **Rehearsal:** Groups rehearse their choreography, exploring pathways and energy dynamics to refine their storytelling.
- 5) **Performance:** Each group performs their dance in front of the class. Students should focus on expressing the story clearly through their movements.
- 6) **Feedback and Reflection Session:** After each performance, provide feedback on how well the story was expressed through dance. Students will reflect on what they learned about narrative dance.

Criteria

Use the criteria below to complete the assignment.

| Criteria | Description |
|-----------------------------|---|
| Story Expression | Successfully use dance movements to express the key elements and emotions of the story. |
| Movement Variety | Incorporate a diverse range of movements (gestural, locomotor, static) to enhance the storytelling. |
| Energy Dynamics | Effectively use changes in energy (effort and force) to reflect different scenes or emotions. |
| Use of Space | Use the performance area effectively to enhance the story, including formations and levels. |
| Team Synchronization | Work in a group to produce a cohesive performance that flows smoothly. |

Tips

Avoid these common mistakes to improve your performance

| Common Mistake | Why it happens | How to Avoid |
|--|---|---|
| Ignoring the Music's Rhythm | Failing to match dance movements with the music's rhythm can disrupt the flow of the performance. | Practice extensively with the music to ensure movements are timed correctly. |
| Overcomplicating Movements | Complex movements can confuse the narrative or lead to mistakes if they're beyond the dancers' abilities. | Choose movements that suit the story and the abilities of all group members to enhance the performance. |
| Neglecting Facial Expressions | A lack of facial expressions can make the performance feel flat and fail to convey emotions. | Use your faces to match the mood of the story, practising in front of a mirror or during rehearsals. |
| Poor Use of Space | Cluttered or unorganized use of space can make the performance chaotic and hard to follow. | Plan and practice clear formations and transitions, ensuring clarity and purpose in movements across the stage. |
| Lack of Coordination and Timing | Without coordination, the group performance can appear disjointed and unpolished. | Regular group rehearsals to synchronize timing and transitions, ensuring smooth execution. |

Planning

Answer the questions below.

1) What is the main theme or message of our story?

2) Who are the characters in our story and what are their main actions?

3) What emotions do we want to convey in each part of the story?

4) What props do you need for your performance?

5) How are you going to use the space? Where does each person stand?
place?

Story 1

Create a dance performance that tells the story below.

The Magic Paintbrush

In the heart of a peaceful village lived a young girl named Maya, who loved to paint more than anything. One day, while walking along the riverbank, she stumbled upon a peculiar, shimmering paintbrush partially buried in the sand. Curious, she picked it up and decided to use it on a canvas by the riverside.

To her amazement, soon as Maya began painting, the scenes on her canvas sprang to vibrant life. Her first masterpiece was a fruit-bearing tree that miraculously materialized at the village square, dropping succulent fruits into the outstretched hands of her astonished neighbors. The villagers, initially perplexed, soon rejoiced as the tree provided much-needed nourishment for everyone.

Seeing the miraculous powers of the magic paintbrush, a greedy merchant, driven by greed, attempted to steal it from Maya. Determined to keep the magical item, Maya painted a mighty willow tree in the path of the merchant. The willow's branches swept down, forming a barrier that stopped him in his tracks.

The greedy merchant, witnessing the wonders Maya's paintings brought to the village, realized the error of his ways. He apologized to Maya and vowed to help her use the magic paintbrush for good. Together, they painted a beautiful scene as the painting came to life, the entire village gathered to celebrate their newfound harmony.

Under the twinkling stars of a clear night sky, the villagers danced and sang, thanking Maya and her magic paintbrush for the blessings they had received. Maya, feeling a profound connection with her community, knew that as long as she had her paintbrush, she would use it to paint a brighter future for everyone around her.

Story 2

Create a dance performance that tells the story below.

The Midnight Orchard

In the quiet village of Willowbrook, there was a hidden orchard that only bloomed at midnight under the light of the full moon. The orchard was rumored to bear magical fruit that could grant the deepest wishes of anyone who found it. Four friends—Ella, Max, Nora, and Leo—decided on one moonlit night to discover if the legends were true.

As they ventured into the orchard, they encountered various challenges that tested their friendship and bravery. First, they had to navigate through a dense fog that rolled in unexpectedly, obscuring their path and forcing them to rely on each other's voices to stay together.

Further into the orchard, they found themselves at a crossroads, with each path guarded by mysterious, whispering trees. The trees posed riddles, and the friends had to solve them to know which path would lead them to the heart of the orchard.

When they finally reached the center, they discovered not only glowing, enchanted fruit but also a sleeping dragon that guarded the treasure. Together, they devised a plan to gently retrieve the fruit without waking the dragon, using their individual strengths to carefully approach and return safely.

The adventure strengthened their bonds and taught them the value of courage, trust, and teamwork. As they made their way back to the village with the magical fruit, they realized that the true magic was the friendship they shared and the journey they had embarked on together.

Story 3

Create a dance performance that tells the story below.

The Lighthouse Keeper's Secret

In the coastal town of Seabreeze, the old lighthouse stood as a beacon for sailors, manned by the dedicated keeper, Mr. Gregory. Rumors among the townsfolk suggested a secret lay within the lighthouse. Curious, four friends—Sara, Jake, Lily, and Omar—decided to uncover this mystery. They approached Mr. Gregory, who agreed to reveal the secret if they could prove their worth by solving three challenges.

Their first challenge was to navigate treacherous tide pools at night to retrieve a rare seashell. Demonstrating teamwork and determination, they managed the task, helping each other across slippery surfaces.

The second challenge involved solving a complex puzzle to align the lighthouse's mirrors to create a specific pattern of light. Through logic and cooperation, they succeeded, projecting a brilliant light display into the night sky.

For their final task, they brought food and warmth to a stranded old sailor, testing their kindness. Their efforts brought warmth and comfort to the sailor, earning Mr. Gregory's trust and admiration.

Impressed by their bravery, intellect, and kindness, Mr. Gregory led them to the top of the lighthouse, revealing the breathtaking view of the northern lights—a secret he cherished. He shared that the true beauty of the world unfolds when experienced together, making them keepers of the lighthouse's legacy. The friends left with a new appreciation for the magic surrounding them, forever changed by the secret of the northern lights.

Story 4

Create a dance performance that tells the story below.

The Festival of Colours

In the heart of Festivia, the annual Festival of Colours was a highlight, celebrating the culture and creativity of the community. This year, friends Nina, Carlos, Anika, and Jamal teamed up to compete in the festival with a simple but bold idea: a dance performance that used colour-changing costumes.

Their costumes were painted with special dyes that changed colours under different lights. As they rehearsed, they experimented with various lighting effects to perfect the visual transformation. The team worked together in Nina's garage, which served as their creative studio, to synchronize dance movements with the colour shifts.

On the day of the festival, they took the stage in the city square, their costumes starting in soft pastel shades. As the music began, the lights shifted, and their costumes blossomed into bright, bold hues. Each segment of their dance highlighted a different colour, representing the diverse spirit of Festivia.

Their performance captivated the audience, with colours flowing seamlessly from one to the next, mirroring the dynamic rhythms of the music. The show was not just a dance but a moving canvas of colours that told a story of unity and celebration.

Mia, Carlos, Anika, and Jamal's innovative use of technology and art won them the grand prize. Their performance became a memorable highlight of the festival, symbolizing the power of collaboration and the joy of celebrating culture through art.

Story 5

Create a dance performance that tells the story below.

The Festival of the Golden Apple

In the heart of Green Valley, an ancient legend spoke of a golden apple that appeared every fifty years in the town's orchard. This magical apple was said to bring a year of harvest and prosperity to the town. Excited by the prospect, four friends—Eva, Henry, Jasmine, and Leo—decided this was the year they would find the apple and share its blessings.

On the eve of the festival, the friends ventured into the ancient orchard. Guided by the light of the moon, they navigated through tangled branches and overgrown paths, helping each other along the way. Eva used her agility to climb higher, Henry applied his analytical skills to find natural signs, Jasmine shared her knowledge of herbal remedies to ward off harmful insects, and Leo's enthusiasm kept the group's morale high.

Their teamwork paid off just as the first light dawned. Eva, reaching into the thickest part of the canopy, found the golden apple hidden amidst the leaves. With a boost from her friends, she carefully plucked it from the branch, and they all felt a wave of joy and anticipation.

The friends presented the golden apple at the festival, their heads held high. Cheers and music from the townsfolk. The magic of the apple seemed to weave through the crowd, promising a prosperous year ahead. This shared success not only brought them closer but also reminded the entire community of Green Valley about the power of unity and collective dreams.

Story 6

Create a dance performance that tells the story below.

The Festival of the Golden Apple

In the small town of Starview, every hundred years a bright comet passed so close that it could light up the night sky like the sun for one brief moment. This event was celebrated by the townspeople with the Century Festival, a time of joy and feasting. This year, young residents Mia, Lucas, Zoe, and Ethan were especially excited because they had never witnessed the comet before.

As the festival approached, the four friends decided to mark the occasion by attempting to capture the comet's path in a collaborative art project. Each had a unique talent—Mia was a painter, Lucas a sculptor, Zoe a poet, and Ethan a musician—and they planned to combine their talents to create an installation at the town's central square that would embody the comet's profound visit.

The night of the festival arrived, and the entire town gathered in anticipation. Under the dark sky, Mia painted a vast mural of the night sky. Lucas sculpted a comet that appeared to streak across the mural, Zoe recited a poem that narrated the comet's journey across the ages, and Ethan composed a melody that seemed to echo the path of the comet through the cosmos.

As the real comet finally made its appearance, streaking across the sky, the installation came to life with lights and sounds, perfectly timed to the comet's passage. The townspeople were moved by the profound beauty of the celestial phenomenon and the art it inspired.

The Century Festival ended with the town feeling more connected than ever, not only to each other but to the universe around them. Mia, Lucas, Zoe, and Ethan's project was remembered for many years, a symbol of how beauty and art can bring people together under the vast, starry sky.

Reflection Chart

Fill in the chart about your group's performance.

| Category | Your Thoughts |
|---------------------|---------------------------------|
| Strength | What we did well: |
| | |
| | |
| | |
| | |
| Challenge | What we had trouble with: |
| | |
| | |
| | |
| | |
| Improvements | How we can do better next time: |
| | |
| | |
| | |
| | |

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|------------------------------|---|---|--|--|
| Expression of story elements | Limited expression of story elements | Basic expression of some story elements | Clear expression of most story elements and emotions | Creative and clear expression of all story elements and emotions |
| Movement Variety | Simple movements | Some variety, lacks complexity | Good variety enhances the story | Excellent variety and complexity in movements |
| Energy Dynamics | Level of energy inconsistent with the story | Some variation in energy but not always effective | Appropriate energy changes enhance the narrative | Dynamic energy perfectly synced with the narrative |
| Use of Space | Ineffective use of space | Some what effective use of space | Effective use of formations and levels | Creative and excellent use of space |
| Team Synchronization | Team often out of sync | Some synchronization issues | Good synchronization | Completely in sync; cohesive performance |

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

Dance Maps: Choreography Explained

Introduction to Choreography

Choreography is creating a dance map.

Imagine drawing a path for a character in a video game to follow; that's what choreographers do for dancers! They plan where dancers move on stage and how they interact with each other, which is very important to make the dance look good.



Understanding Pathways

Pathways are routes the dancers follow. They can be straight lines across the stage or curved like a big squiggle. Sometimes, choreographers might even have dancers make shapes like circles or zigzags. This is like when you walk or run in different patterns when playing a game or when you use different shapes on the page when drawing.

Exploring Directions

Directions are where the dancers move. They could move forward, backward, to the left, or to the right. This helps the dance feel more exciting and adds surprises because you never know where the dancer will go next.

Locomotor Movements in Dance

Locomotor Movements are moves that take you from one spot to another. These include walking, jumping, hopping, and even sliding. When you combine these with different pathways and directions, it makes the dance more fun and interesting.

Questions

Answer the questions below.

1) Why do choreographers think about directions when creating a dance?

2) What are some of the locomotor movements in dance?

Fill In The Blanks

Fill in the blank with the correct answer.

- 1) Choreographers create _____ to guide dancers' movements across the stage.
- 2) Pathways in dance can be straight, _____ or form shapes like circles.
- 3) Locomotor movements include actions like _____, hopping, and sliding.
- 4) To make the dance more exciting, dancers change _____ to match the music's speed.

Make Connection

How do the pathways in dance remind you of the pathways you take in your daily life?

Activity: Learning the Cupid Shuffle

Objective

What are we learning more about?

Students will learn the line dance style by learning the "Cupid Shuffle," understanding how clothing influences movement, and reflecting on how this dance reflects cultural expression in social settings.

Materials

What do we need for our activity?

- ✓ Internet access or printed guide for a "Cupid Shuffle" dance tutorial or a kid-friendly YouTube video or the how-to guide.
- ✓ Music player with the song "Cupid Shuffle" by Cupid.



Instructions

How do we complete the activity?

- 1) **Learn the Cupid Shuffle:** As a class, watch a kid-friendly tutorial on the "Cupid Shuffle" (or use the how-to guide). Discuss how line dancers often wear casual, comfortable clothing like shirts, jeans, and boots, and how this style appears in everyday social settings like parties and events.
- 2) **Practice in Groups:** Divide students into small groups (3-5 students). Each group will practice the "Cupid Shuffle" together, following the steps in the how-to guide. Encourage them to think about how the dance reflects the social and cultural culture of line dancing, often seen at community gatherings.
- 3) **Perform and Reflect:** Each group will perform their "Cupid Shuffle" for the class, set to the song by Cupid. After performing, they should share how the clothing they imagined (or wore) influenced their movements and how the dance made them feel connected to social dance culture.
- 4) **Class Discussion:** Conclude with a whole-class reflection. Guide students to think about how line dance and fashion influence each other, how the "Cupid Shuffle" reflects social culture (e.g., at parties, weddings, or school events), and how clothing can shape the way we move and express ourselves in a group setting.

How-To

How to do the Cupid Shuffle: a step-by-step guide.

| Step | Action | Tips |
|------|---|---|
| 1 | Stand in a line with your feet shoulder-width apart, facing forward. | Make sure everyone has enough space to move side to side without bumping into each other. |
| 2 | Take four steps to the right: step right foot to right, close left foot to right foot, step right foot to right, close left foot to right foot. | Keep your steps small and in time with the beat—listen for the lyrics "to the right, to the right." |
| 3 | Take four steps to the left: step left foot to left, close right foot to left, step left foot to left, close right foot to left. | Mirror the right steps, moving back to your starting spot, following "to the left, to the left." |
| 4 | Kick your right foot forward, lightly, then step it back to its original place. Repeat with your left foot: kick forward, step back. | Don't kick too hard—just a small tap. Like you're testing the ground, to the beat. |
| 5 | Walk in place for four counts, turning your body a quarter turn to the left (90 degrees). | Take small steps while turning, so you're facing a new direction by the end of the four counts. |
| 6 | Add a little hip sway or arm swing as you walk and turn to match the music's rhythm. | Sway your hips side to side or swing your arms. Add some flair to the dance. |
| 7 | Repeat the whole sequence: four steps right, four steps left, kick right, kick left, walk and turn. | Keep going in time with the beat. Each time you turn, follow the lyrics "to the right, to the right." |
| 8 | Practice with the song "Cupid Shuffle" by Cupid, following the lyrics to guide your steps. | Start slow without music to get the steps, then add the song to match the rhythm. |

Reflection

Answer the questions below.

1) Imagine you're teaching the "Cupid Shuffle" to a group of aliens at a space party—how would you explain the dance to them, and what would they think of it?

2) What was the most fun part of the "Cupid Shuffle" to learn (like the kicks or the turn), and how did you and your friends help each other get better?

3) How did the "Cupid Shuffle" use movement from—like moving side to side or turning in a new direction—and how did that make the dance more fun or interesting?

4) What did you learn about line dances like the "Cupid Shuffle" and how they bring people together, especially in social settings like parties or events?

5) If you were dancing the "Cupid Shuffle" at a big party, what outfit would you wear to show off your style, and why?

Activity: Dancing Everyday Movements

Objective What are we learning more about?

Students will learn how ordinary actions can be transformed into expressive dance. They will focus on using body gestures, space, and energy effectively.

Materials What do we need for our activity?

- ✓ Open space
- ✓ Music player
- ✓ List of everyday actions
- ✓ Activity cards with everyday actions written on them



Instructions How do we complete the activity?

- 1) **Warm-Up:** Briefly explain the key concepts: Gesture (arm, hand, torso, head, leg, foot), Locomotor/non-locomotor movements, Space (levels, directions), and Energy (effort, force). Discuss how everyday actions can be transformed into dance moves.
- 2) **Activity Setup:** Each student will come with an everyday action and transform them into a dance. Examples could include brushing teeth, playing a sport, or typing.
- 3) **Forming Groups:** Divide the class into small groups of 3 or 4 students. Let them randomly pick one activity card and create a dance based on the activities written on the card.
- 4) **Choreography Time:** Students spend a few minutes brainstorming how they can exaggerate these actions using different body gestures and energy dynamics.
- 5) **Performances:** Students take turns performing their dance in front of the class. Optionally, play background music that fits the mood of the performances to enhance the experience.
- 6) **Reflection:** After each performance, the class discusses what they liked and how effectively the dancer transformed the everyday action into dance.

Criteria

Use the criteria below to complete the assignment.

| Criterion | Description |
|----------------------------------|--|
| Clarity of Movement | Perform movements clearly so that the everyday action being represented is easily recognizable. |
| Control of Space | Utilize different levels and areas of the space effectively to enhance the visual impact of the dance. |
| Variation in Energy | Use changes in energy levels to reflect different emotions and qualities in the dance. |
| Smoothness of Transitions | Ensure transitions between different movements are smooth and maintain the flow of the dance. |
| Engagement and Expression | Use facial expressions and body language to connect with the audience and convey the theme of the dance. |

Tips

Use the tips below for your dance.

| Tip | Description |
|-------------------------------------|---|
| Exaggerate Your Movements | Make your everyday actions bigger and bolder so everyone can see and feel the story of your dance. |
| Vary Your Energy | Change how strong or gentle your movements are to show different feelings and make your dance more interesting. |
| Explore All Levels | Try dancing low to the ground, at arm level, and reaching high to use the whole space around you. |
| Move in Different Directions | Dance in various directions and create interesting paths to keep your performance lively and engaging. |
| Smooth Your Transitions | Work on connecting one movement to the next smoothly, so your dance flows nicely and looks polished. |

Planning

Answer the questions below.

1) What are the main movements involved in your everyday activity? Describe them in detail.

2) How can you exaggerate these movements to make them interesting and visible to your audience?

3) What levels of energy can you use?

4) How can you use your faces and bodies to express how this activity feels?

5) What type of music or sounds could help enhance your dance?

Everyday Activities

Randomly choose one from the activities below and create a dance phrase for it.

Brushing teeth, Opening a door

Tying shoes, Reading a book

Making the bed, Rolling a ball

Sipping a drink, Playing a video game

Washing dishes, Typing on a keyboard

Writing a letter, Decorating a cake

Walking the dog, Climbing stairs

Setting the table, Raking leaves

Eating breakfast, Swinging on a swing

Shopping for groceries, Building a sandcastle

Packing a school bag, Jumping rope

Fixing a bike, Drawing a picture

Folding laundry, Playing catch

Cooking a meal, Sweeping the floor

Watering plants, Turning on a light switch

Planting seeds, Taking out the trash

**Performance Review
Chart**

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

| Category | Detail |
|-------------------|--------|
| Best Moments | |
| | |
| | |
| | |
| | |
| Biggest Challenge | |
| | |
| | |
| | |
| | |
| What I Learned | |
| | |
| | |
| | |
| | |

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|----------------------------------|-----------------------------------|--|--|---|
| Clarity of Movement | Movements vague and unclear | Movements somewhat clear | Movements clearly depict action | Movements perfectly capture action |
| Creative Use of Space | Poor use of space and levels | Adequate use of space and levels | Good use of space and levels | Excellent and dynamic use of space |
| Variation in Energy | Energy is inconsistent throughout | Energy varies but transitions are not smooth | Energy varies appropriately | Energy perfectly varied and expressive |
| Smoothness of Transitions | Transitions are choppy | Transitions are somewhat smooth | Transitions are smooth | Transitions are seamless and fluid |
| Engagement and Expression | Lacks engagement and expression | Some expression, but weak connection with audience | Expressive and connects well with audience | Highly expressive and engaging, strong connection |

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

Activity: Formation Fun

Objective What are we learning more about?

Students will quickly adapt to and create various group formations, understanding their role in choreography and enhancing their spatial awareness.

Materials What do we need for our activity?

- ✓ Open space suitable for group movement
- ✓ Music player for background music



Instructions How do we complete the activity?

- 1) **Introduction to Concepts:** Briefly explain the concepts of space and relationship in dance, focusing on group formations (e.g., triangle, line) and how dancers can meet, part, follow, and lead.
- 2) **Formation Challenges:** The teacher calls out different formation challenges, such as "Circle of 4," "Line of 3 with different levels," and "Triangle of 5". Students must quickly organize themselves into the specified formations using movement. Play music to add fun and motivation. Students should be energized and moving.
- 3) **Group Formation and Rehearsal:** Divide the class into groups and give them time to practice making formations on their own. Encourage them to think of creative ways to enter and exit formations. They should select songs for their performance.
- 4) **Performance:** Have each group perform a sequence of two or three formations they created in front of the class.
- 5) **Feedback:** After each performance, provide feedback on how effectively they used space and maintained relationships within the group.

Planning

Answer the questions below.

1) What formation did you find most challenging to create, and why?

2) What did you learn from your peers in this activity?

3) What would you do differently if you did this activity again?

Word Search

Find the words in the word search.

| | |
|-----------|--------|
| Group | Exit |
| Line | Circle |
| Sequence | Follow |
| Effective | Song |
| Meet | Quick |
| Help | Think |

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

Activity: Freeze & Connect

Objective What are we learning more about?

Students develop understanding of energy, relationship, and space by dancing to music and creating meaningful poses that connect them with their classmates in small groups.

Materials What do we need for our activity?

- ✓ Open space suitable for dancing
- ✓ A playlist of energetic music



Instructions How do we complete this?

- 1) **Warm-Up:** Begin with simple stretches and movements in place to get everyone warmed up and ready.
- 2) **Objective Briefing:** Recap the concepts of energy (movement vs. stillness), relationship (group formations), and space (personal and shared) from today's activity goal: understanding how these elements contribute to creating meaningful dance interactions.
- 3) **Dancing and Freezing:** Let students dance freely around the room as music plays. Stop the music at random intervals; students must freeze in a pose that connects them creatively with the nearest person (e.g., back-to-back). Repeat this process multiple times.
- 4) **Reflection:** Encourage students to share how these moments of connection impacted their experience.
- 5) **Cool Down:** End the session with some gentle stretching and deep breathing to relax the body.

Reflection Chart

Fill in the chart about your group's performance.

| Category | Your Thoughts |
|---------------------|---------------------------------|
| Strength | What we did well: |
| | |
| | |
| | |
| | |
| Challenge | What we had trouble with: |
| | |
| | |
| | |
| | |
| Improvements | How we can do better next time: |
| | |
| | |
| | |
| | |

How Dance Inspires Fashion

Dance Clothes Made for Movement

Have you ever wondered why dancers wear certain clothes? Fashion and dance are connected in amazing ways. Over time, many dance styles have influenced what people wear on stage, but in everyday life too!



Space to Move

Different dance styles need different types of clothing to allow movement. Ballroom dancers wear flowing outfits to glide with them. Street dancers wear loose clothes and sneakers to move freely. Tap dancers need shoes that help them move and match the size and energy of their movements.

Culture in Clothing

Dance has also had a big impact on cultural relationships. For example, traditional dances from around the world have inspired fashion designers to use patterns, colours, and shapes from different cultures. This shows how dance helps share ideas between communities.

Matching Energy and Style

The energy of the dance also changes the design of clothing. A slow dance might use soft fabrics, while powerful, fast dances need strong fabrics that can handle big movements. Clothes must match the force and quality of the dance.

Dance and Fashion Work Together

Whether it's ballet shoes, tap shoes, or breakdance caps, fashion and dance always work together. What dancers wear helps them perform better, move more easily, and even tell a story—just like the dance itself.

Matching

Match the phrases in the left column with their description on right.

Ballroom Dance☐ Loose clothes and sneakers for freedom and bold movement**Style**☐ Gentle fabrics that move softly**Energy**☐ Dance style with flowing gowns and smooth footwork**Cultural Influences**☐ Patterns, colours, and designs from different traditions**Space**☐ The force or effort shown in a dancer's movements**Everyday Fashion**☐ Inspired by dance clothing, worn outside of performances**Fabric Choice**☐ Choice of fabric for dancers to move and create shapes**Word Scramble**

Unscramble the words from the word bank.

WORD BANK

BALLROOM

BALLET

DANCING

STYLE

GLIDE

LEAF

FASHION

FABRIC

BODY

NHSIFOA

AARECKNDEB

IHOTLGCN

FCAIRB

TELBLA

ABMOLOLR

Activity: Learn the Two-Step

Objective What are we learning more about?

Students will learn the hip-hop dance style by learning the Two-Step, explore how fashion influences movement, and reflecting on how hip-hop is a form of cultural expression in modern pop culture.



Materials What do we need for our activity?

- ✓ Internet access to watch a Two-Step dance tutorial (a kid-friendly YouTube video)
- ✓ Music player with hip-hop music (e.g., "Sweet but Psycho" by Ava Max)

Instructions How do we do this activity?

- 1) Learn the Two-Step Online:** Watch a short, kid-friendly online tutorial of the Two-Step (a basic hip-hop move: step side, bring the other foot behind, and repeat). Discuss how hip-hop culture often favors loose, comfortable clothing like sneakers and hoodies, and how these styles appear in everyday fashion trends.
- 2) Explore the Impact of Fashion on Movement:** After watching, discuss how the loose, casual clothing typical of hip-hop allows for fluid movement. Ask students how these clothing choices affect the way they move (e.g., sneakers make it easier to step side to side) and how the energy of hip-hop is expressed through the two-step's rhythm and bounce.
- 3) Practice in Groups:** Divide students into small groups (3-5 students). Each group will practice the Two-Step together, adding simple movements like a shoulder bounce or a wave to match the beat of the music. Encourage them to think about how the dance reflects the energetic, urban culture of hip-hop.
- 4) Perform and Reflect:** Each group will perform their Two-Step routine, set to a hip-hop song. After performing, they should share how the clothing they imagined (or wore) influenced their movements and how the Two-Step made them feel connected to hip-hop culture.
- 5) Class Discussion:** Conclude with a whole-class reflection. Guide students to think about how hip-hop dance and fashion influence each other, how this dance style reflects modern pop culture (e.g., in music videos or social media), and how clothing can shape the way we move and express ourselves.

How-To

How to do the Two-Step: A step-by-step guide

| Step | Action | Tips |
|------|--|---|
| 1 | Stand with your feet shoulder-width apart, knees slightly bent. | Keep your posture relaxed but upright, like you're ready to move to a beat. |
| 2 | Step your left foot to the right, shifting your weight on to the left foot. | Make the step smooth, not too big—about the length of your foot. |
| 3 | Bring your right foot to the left, tapping it behind your left foot, then bring it back to the starting position. | Don't put your full weight on the left foot; just tap it as if you're testing the ground. |
| 4 | Step your right foot to the right, shifting your weight on to it. | Keep the rhythm steady, like you're following the beat of a song. |
| 5 | Bring your left foot to meet your right foot, standing shoulder-width apart again. | Complete one "two-step" to the right—your feet should be back to the starting position. |
| 6 | Repeat the same steps to the left: step your left foot to the left, tap your right foot behind, step left again, and bring your right foot to meet it. | Mirror the movement you did to the right, tapping the ground with both and bringing the feet back to the starting position. |
| 7 | Add a shoulder bounce or arm swing to match the beat of the music. | Bounce your shoulders or swing your arms side to side to add hip-hop style. |
| 8 | Practice the two-step side to side, following the beat of a hip-hop song. | Start slow, then speed up as you get comfortable. Imagine you're dancing at a party! |

The Power of the Haka

What is the Haka?

The Haka is a traditional dance from the Māori people of New Zealand. It was originally performed by warriors before battle to show strength, courage, and unity. Today, the Haka is still performed, but it is also used at sports events, cultural festivals, and celebrations to share cultural pride and identity.



Telling Stories Through Dance

The Haka is not just a dance; it is a way of telling a story. Each stomp, hand gesture, chant, and facial expression tells a story. The performers show their emotions, beliefs, and connection to their ancestors. This shows how dance reflects cultural traditions and helps people remember and share their history.

Elements of Dance in the Haka

The Haka uses many important dance elements:

- **Body:** Strong, grounded shapes and powerful movements
- **Energy:** Bold, intense movements
- **Space:** Group formations and clear use of direction
- **Time:** Stomping and chanting to a strong rhythm
- **Expression:** Fierce faces and loud voices that show emotion

Why the Haka Matters

The Haka teaches us that dance is more than movement—it is a way to communicate stories, emotions, and culture. By learning about dances like the Haka, we learn to respect traditions and understand how dance brings people together through shared meaning and identity.

True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1) The Haka was only performed in battle and is not used today. | True | False |
| 2) Chanting and stamping are important parts of the Haka. | True | False |
| 3) Dancers often form strong shapes with their bodies. | True | False |
| 4) Facial expressions are not important when performing the Haka. | True | False |
| 5) The Haka is only known in New Zealand and is not known around the world. | True | False |

Question

Answer the following questions.

1) List two elements of dance shown in the Haka and describe how they are shown.

2) Why is it important to learn about traditional dances like the Haka?

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) The Haka is a traditional dance from the _____ people of New Zealand.
- 2) The element of dance called _____ is shown in strong body shapes and powerful movements.
- 3) The performers often dance in groups, showing strong use of _____.
- 4) The Haka was originally performed by _____ before going into battle.

Activity: Exploring the Haka

Objective

What are we learning more about?

We will learn that dance is used to express cultural identity and tell stories. By watching a video of traditional Māori Haka, we will identify how dancers use movement, energy, expression, and rhythm to communicate meaning.

Materials

What do we need for our activity?

- ✓ A video of a traditional Māori Haka performance
- ✓ Student reflection sheet
- ✓ Projector or screen for viewing



Instructions

How do we complete the activity?

- 1) **Introduction to the Haka:** Briefly explain that the Haka is a traditional Māori dance from New Zealand that is often performed to show pride, strength, and unity. It includes strong body movements, stomping, chanting, and powerful facial expressions.
- 2) **Watch the Performance:** Play a Haka video for the class. Ask students to pay close attention to:
 - The energy in the movement
 - The facial expressions
 - How the dancers move together
 - The rhythm and sound of the chanting
- 3) **Check the Dance Elements:** After watching, students complete the checklist on their activity sheet to identify the elements of dance they saw during the Haka.
- 4) **Answer Reflection Questions:** Students write short answers to questions about the performance, focusing on how the dancers worked together and what story or emotion was being communicated.

Checklist

While watching the video, record whether you observe the criteria or not.

| Criteria | Seen (✓) / Not Seen (X) |
|---|-------------------------|
| The dancers move together in perfect timing (synchronisation). | |
| The dancers include strong facial expressions. | |
| The dancers use graceful strong body shapes. | |
| Chanting is used to match the rhythm and energy of the dance. | |
| The dancers use precision in their movements. | |
| The group moves as one unified community. | |
| The energy level is positive throughout the dance. | |
| The dancers use elements of storytelling through movement and expression. | |
| There is a clear use of space and formations. | |
| The performance reflects cultural pride and identity. | |
| The dancers perform loud stomping and cheering to add to the rhythm. | |
| Tongue protruding and wide eyes are used to show strength and challenge. | |
| The chanting includes repeated words or phrases with cultural meaning. | |
| The dancers often use bent knees and low stances. | |
| The performance begins or ends with a ceremonial pose or group shout. | |

Comments

Questions

Answer the questions below.

1) What emotions did you experience while watching the dancers?

2) What part stood out to you the most? Why?

3) What did you learn about New Zealand culture through the Haka performance?

Word Search

Find the words in the word search.

| | |
|-------------|------------|
| Haka | Tradition |
| Maori | Movement |
| Chant | Expression |
| Energy | Culture |
| Unity | Rhythm |
| Stomp | Strength |
| Synchronize | Gesture |

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

The Beauty of the Chinese Ribbon Dance

A Dance from History

The Chinese Ribbon Dance is a traditional dance that began during the Han Dynasty, over 2,000 years ago! It was originally performed in royal courts and during festivals to celebrate prosperity, peace, and joy. This dance is a beautiful part of Chinese culture and is still performed today at celebrations and cultural events.



Dancing with Ribbons

In this dance, performers hold long, flowing ribbons that flow through the air as they move. The ribbons are usually bright colors, and they help create spirals, circles, and waves that float around the dancer. These shapes are more than just pretty—they represent harmony, beauty, and happiness.

Elements of the Ribbon Dance

The Ribbon Dance uses many elements of dance. Movements are often graceful, smooth, and slow, showing fluid energy. Dancers use their arms and change their levels—sometimes reaching high, other times dipping low. The ribbons help show the shapes and patterns in the space around them.

Space and Energy

Dancers need lots of space to move their ribbons without getting tangled. They also use soft, flowing energy to match the movement of the ribbons. Watching this dance feels like watching air or water move—calm, smooth, and full of emotion.

Writing

Explain what the Ribbon dance is, its elements, and how it is performed.

True or False

Is each statement true or false?

| | | |
|--|------|-------|
| 1) The dance was originally performed in temples and playgrounds | True | False |
| 2) Dancers use their ribbons to create shapes like spirals and waves. | True | False |
| 3) The ribbons used in the dance are usually white and dance-coloured. | True | False |
| 4) Dancers often move with strong and sharp energy. | True | False |
| 5) The Chinese Ribbon Dance began in the Ming Dynasty. | True | False |

Fill In The Blanks

Fill in the blanks with the correct answers.

- 1) The Ribbon dance began in the ancient Chinese period called _____.
- 2) A _____ is a long, colourful piece of silk used to create movement shapes.
- 3) The ribbon dance was often performed in royal courts and _____.
- 4) The dance celebrates beauty, harmony, and _____.
- 5) The ribbon dance is a way to express Chinese _____ through movement.

Activity: Ribbons in Motion

Objective

What are we learning more about?

We are learning about traditional dances reflect culture and beauty through movement, energy, and props. By watching a Chinese Ribbon Dance performance, students will explore how dancers use their bodies and ribbons to express feelings, tell stories, and create flowing shapes in space.

Materials

What do we need for our activity?

- ✓ A video of a Chinese Ribbon Dance performance
- ✓ Discussion Guide
- ✓ Student checklist sheet
- ✓ Projector or screen for viewing



Instructions

How do we complete the activity?

- 1) **Introduce the Dance:** Tell students the Chinese Ribbon Dance is a traditional dance that started over 2,000 years ago during the Han Dynasty. It was performed at celebrations to express harmony, peace, and joy using long silk ribbons that flow through the air with each movement.
- 2) **Watch the Performance:** As students watch, ask them to notice:
 - The way ribbons move (e.g., spirals, waves)
 - Dancer formations and spacing
 - How energy and music influence the movement
 - How the props add to the story and feeling of the dance
- 3) **Class Discussion:** As a group, students share what they noticed and felt. The teacher can lead the discussion using a guide (provided separately), encouraging students to connect movement with meaning and tradition.
- 4) **Complete the Dance Elements Checklist:** Students check off the elements of dance they see during the performance.

Discussion Guide

Use the guide below for a smooth discussion.

| Element of Dance | Questions to Discuss | What to Look For |
|-------------------|---|--|
| Movement | What shapes did the ribbons make? How did they move with the dancer? | Spirals, circles, waves; how smoothly or quickly the ribbons moved |
| Use of Space | How did the dancer use the space around them? Did the ribbons help show this? | Wide travelling steps, levels, formations, direction changes |
| Energy | What energy did the dancer use? Flowing, sharp, etc. | Soft, smooth, or sudden movement that matched the emotion or music |
| Facial Expression | What emotions were in the dancer's face that support the dance? | Calm, joy, pride, focus; changes in expression during different sections |
| Group Formations | Did the dancers move in lines, circles, or groups? What did this show? | Patterns of dancers working together, symmetry or asymmetry |
| Music & Rhythm | How did the music support the movement? Did dancers respond to it in any way? | Changes in pace, matching rhythm with movement, flow |
| Cultural Meaning | What traditions or cultural symbols do you think were shown in this dance? | Costume details, traditional style, celebration of beauty and harmony |
| Costumes & Props | How did the costumes and ribbons help tell the story or express ideas? | Colour, length of ribbons, flowing fabric; how props extended the movement |

Checklist

While watching the video, record whether you observed the criteria or not.

| Criteria | Seen (✓) / Not Seen (X) |
|--|-------------------------|
| The dancer uses flowing, circular ribbon movements. | |
| The dancer moves through space using high, medium, and low levels. | |
| The dancer shows strength and graceful energy in their movement. | |
| The ribbons move in rhythm or mood of the music. | |
| The dancer uses variation in ribbon shapes and body movement. | |
| The dancer's movement expresses happiness, beauty, or joy. | |
| The group performs in formations (e.g. circles, lines, spacing). | |
| The dancer interacts with the music using a call and response style. | |
| The ribbon is used as a prop to highlight emotion or storytelling. | |
| The costume and ribbon colours match the theme of the performance. | |
| The dancer uses the entire space around them freely. | |
| The performance reflects Chinese culture and tradition. | |
| The dance uses elements of storytelling through patterns and expression. | |
| Comments | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

Matching

Match the phrases in the left column with their description on right.

Spiral

- ☐ A group shape made by dancers, such as a line or circle
- ☐ Smooth, flowing movement that matches the music
- ☐ A shape made in the air with a circular or twisting motion
- ☐ Clothing worn to reflect the theme, culture, or feeling of the dance

Costume**Fluid Energy****Draw**

Draw a Ribbon Dance while wearing the common costumes.



Workbook Preview



Ontario – Arts Curriculum

Grade 5 – Music

| | Learning Experiences | Pages |
|------|---|--|
| C1.1 | Sing and/or play, in tune, from musical notation, unison and two-part music with accompaniments, from a wide variety of cultures, styles, and historical periods | 34-37, 62-66, 80-84 |
| C1.2 | Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect | 19-23, 25-31, 41-43, 47-51, 80-84 |
| C1.3 | Create musical compositions for specific purposes and audiences | 41-43, 96-99 |
| C1.4 | <div style="background-color: #fff9e6; padding: 10px; border: 1px solid #ccc; text-align: center;"> <p>Preview of 90 pages from this product that contains 145 pages total.</p> </div> | 4-37 |
| C1.5 | | -43, 8 |
| C2.1 | | 8-92 |
| C2.2 | Identify the elements of music in the music they perform, listen to, and create, and describe how they are used | 17-22, 25-33, 39-40, 45-51, 53-58, 60-61, 68-72, 74-84, 86-92, 94-95, 101-102, 108-114 |
| C2.3 | Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members | 24, 38, 44, 52, 59, 67, 73, 85, 93, 100, 107 |
| C3.1 | Identify and describe some of the key influences of music within contemporary culture | 88-92, 103-106 |
| C3.2 | Demonstrate an awareness of the use of music and musical instruments in various traditions, from early times to today | 62-66, 76-77, 103-106, 110-114 |

How to Read Music – Treble Clef

What is a Staff?

Music is written on something called a *staff*. A staff has five straight lines with four spaces in between them. Each line and each space represents a different musical note. When we place notes on the staff, musicians know exactly which sound to play or sing.

Meet the Treble Clef

At the beginning of a staff, you will often see a curly symbol called the *treble clef*. This symbol tells us that the notes will be higher in pitch. These are the kinds of sounds you hear from instruments like the recorder, flute, violin, and the right hand of a piano.

Remember the Lines: E G B D F

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

E – G – B – D – F

- To help remember them, musicians often use the mnemonic: Every Good Boy Deserves Fudge.
- Each word in the sentence matches one of the notes on the lines. For example, the bottom line is E, the next is G, then B, D, and the top line is F.

Remember the Spaces: F A C E

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

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

Why Learn This?

Learning how to read the notes on the treble clef is like learning a new language. Once you understand how the lines and spaces work, you can read music for many instruments. This lets you play your favourite songs, join a band or choir, and even begin to write your own music. Musicians all over the world use the same system, which means reading the treble clef helps you understand and share music anywhere.

Part 1

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



Part 2

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

PREVIEW

Part 3

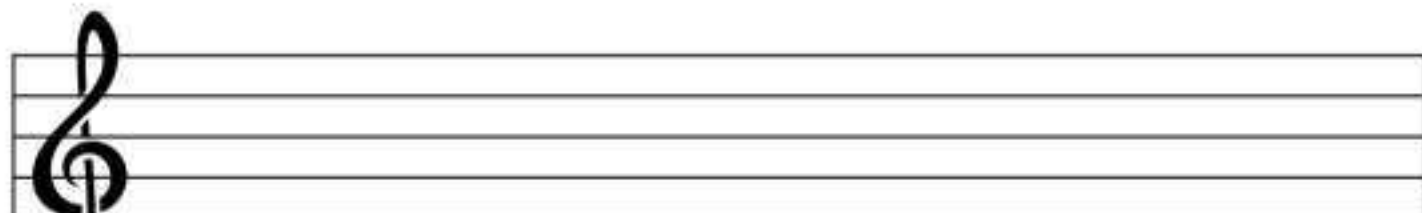
Write each space note's name underneath the notes shown on the staff.
Remember: Every Good Boy Deserves Fudge

PREVIEW

Part 4

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


PREVIEW

Part 5 Draw each line note on the staff

B E D F G B F D E G

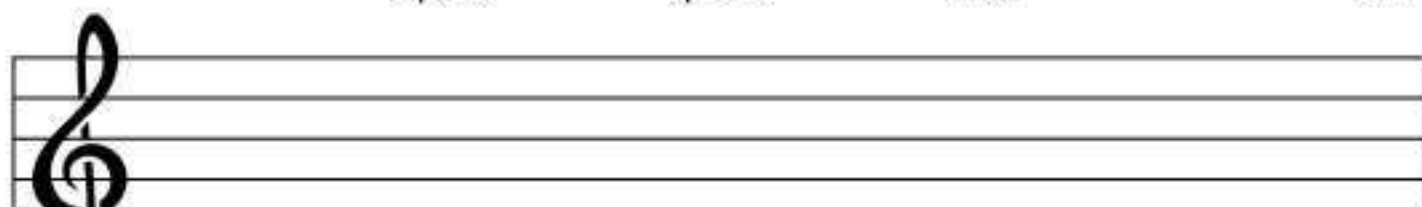
Part 6 Draw each space note on the staff

F E A C E A F A

Part 7 Draw each note on the staff

B G F C E A E D A F

space space line line



D C G E F D E A B F G

line space space line

How to Read Music – Bass Clef

Meet the Bass Clef

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

Remember the Lines: G B D F A

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

A common way to remember these notes is by saying: Great Big Dragons Fly Away.

Each word in the sentence represents a note.

Each word in the sentence represents a note, from the bottom to the top.



Remember the Spaces: A C E G

The spaces between the lines also represent notes. From bottom to top, they are:

A - C - E - G

To help remember them, try the saying:

All Cows Eat Grass.

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



Why Do We Need Both Clefs?

Music often has both high and low sounds happening at the same time. The treble clef is used for higher notes, while the bass clef is used for lower notes. For example, when you play the piano, your right hand usually plays notes written in the treble clef, and your left hand plays notes written in the bass clef. Together, they let musicians read and perform a wide range of notes, from very low to very high.

Why Learn This?

Learning to read the bass clef is just as important as learning the treble clef. Once you know the lines and spaces, you can play or sing music written for low-pitched instruments and even compose your own pieces that include deeper sounds.

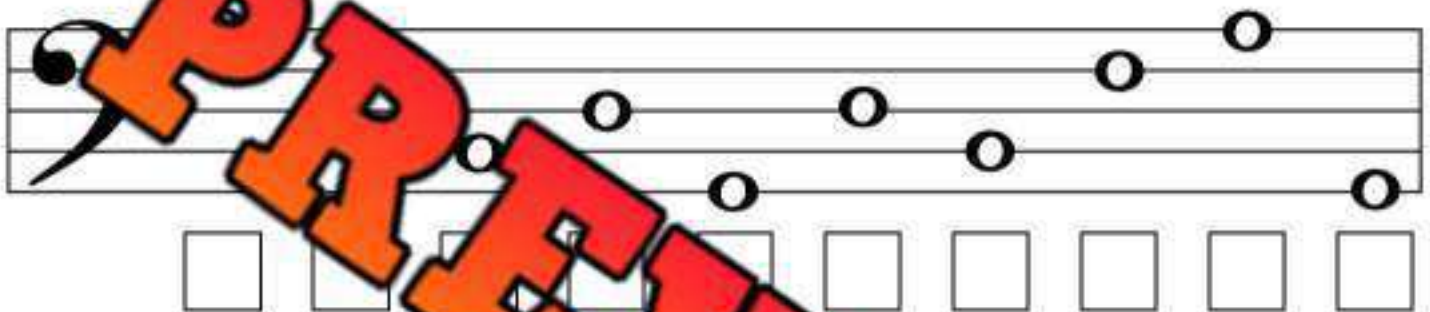
Part 1

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



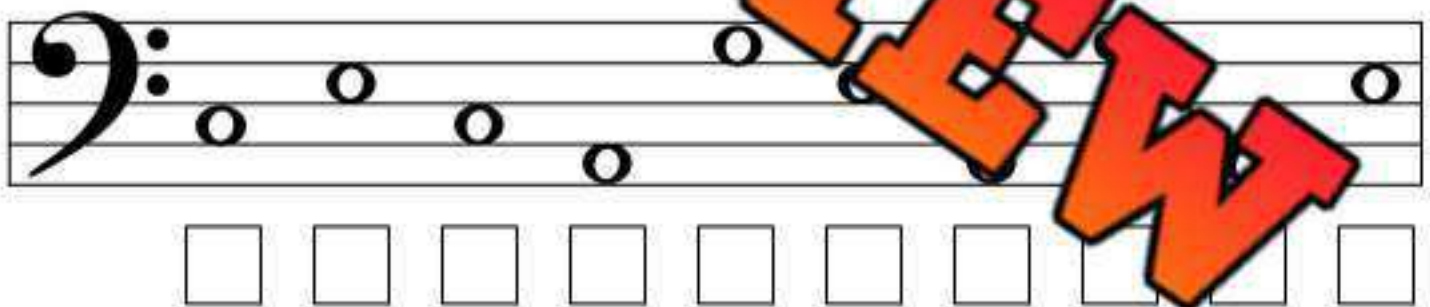
Part 2

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



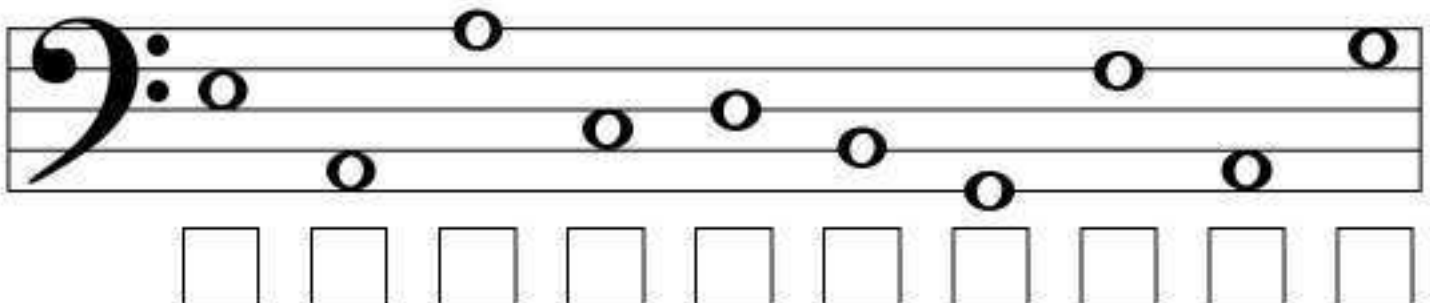
Part 3

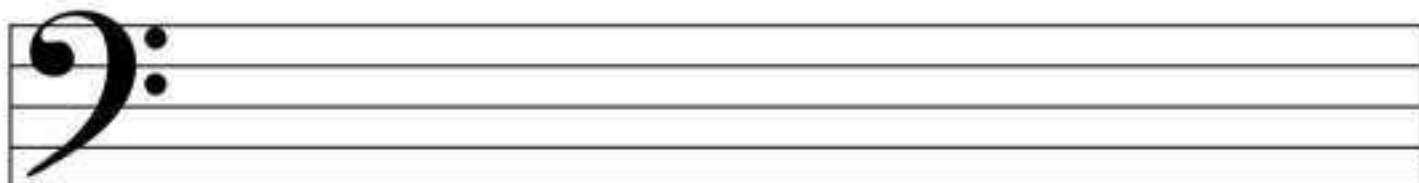
Write each space note's name underneath the notes shown on the bass staff.
Remember: All Cows Have F



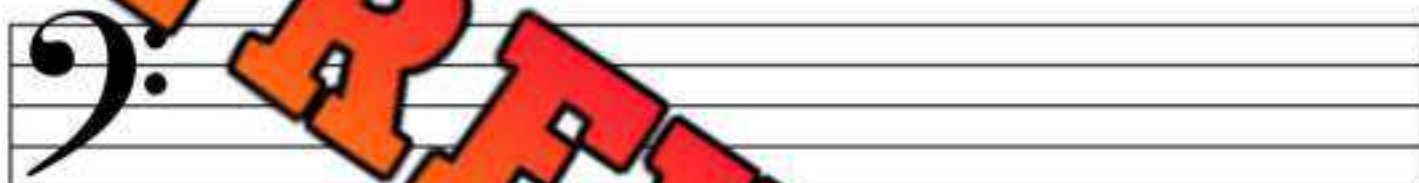
Part 4

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

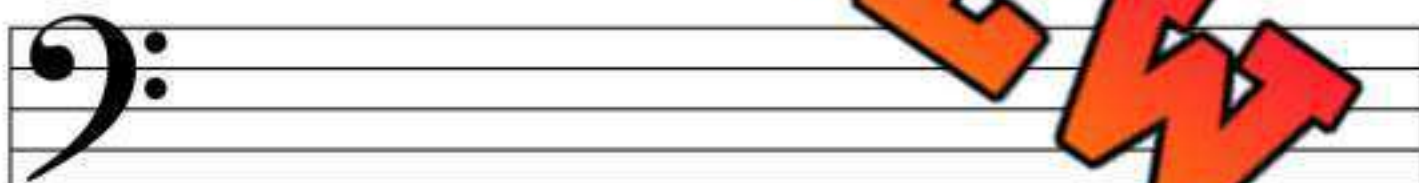


Part 5 Draw each line note on the bass staff

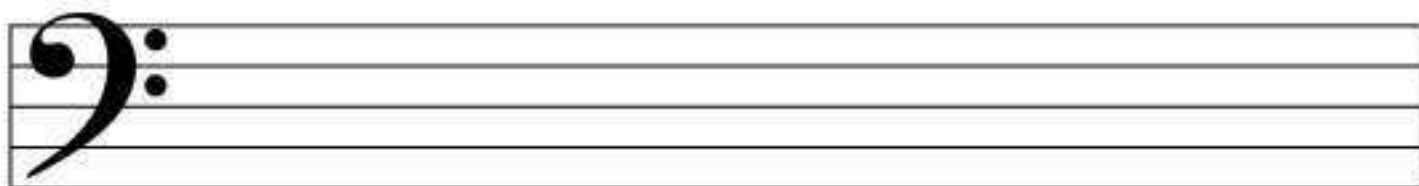
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| G | B | G | A | B | B | A | D | F | D |
|---|---|---|---|---|---|---|---|---|---|

Part 6 Draw each space note on the bass staff

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

Part 7 Draw each note on the bass staff

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



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

Reading Ledger Lines

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

Instruction

Label the notes below.

PREVIEW

The image shows three musical staves with notes on ledger lines. The first staff has a treble clef and a note on the first ledger line below the staff. The second staff has a treble clef and notes on the first and second ledger lines below the staff. The third staff has a bass clef and notes on the first and second ledger lines above the staff. Each note is a half note. Below each staff are eight empty boxes for labeling the notes.

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Name: _____

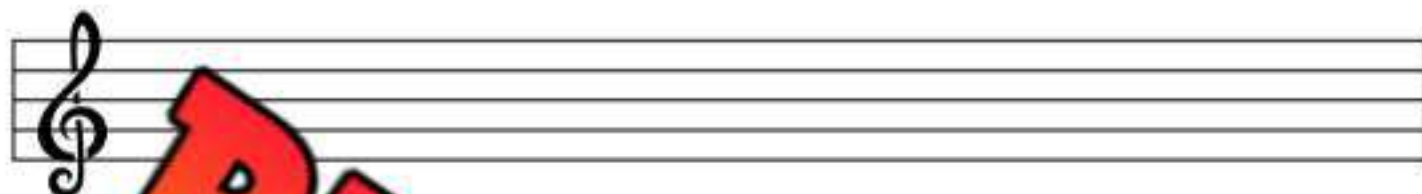
12

Curriculum Connection
C1.5, C1.4

Using Ledger Lines

Instructions

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



C

D

D

A

A

A



E

E

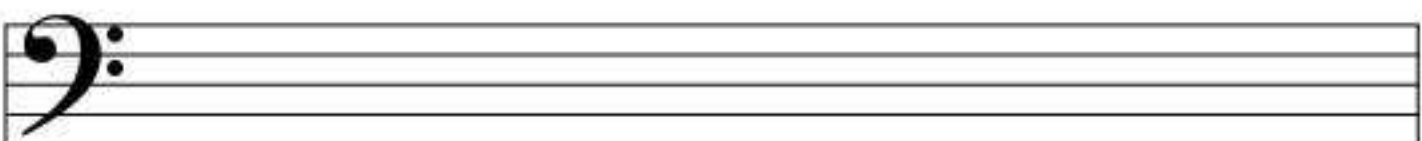
A

A

A

G

B



B

B

B

D

D

D

F

F

F

What Are Rests in Music?

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

- **Quarter Rest (z)**: A pause that lasts as long as **one beat**. It matches the length of a quarter note.
- **Half Rest (■)**: A pause that lasts **two beats**. It looks like a small rectangle sitting on the middle line of the staff.
- **Whole Rest (■)**: A pause that lasts **four beats**. It looks like a small rectangle hanging down from the fourth line of the staff.

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

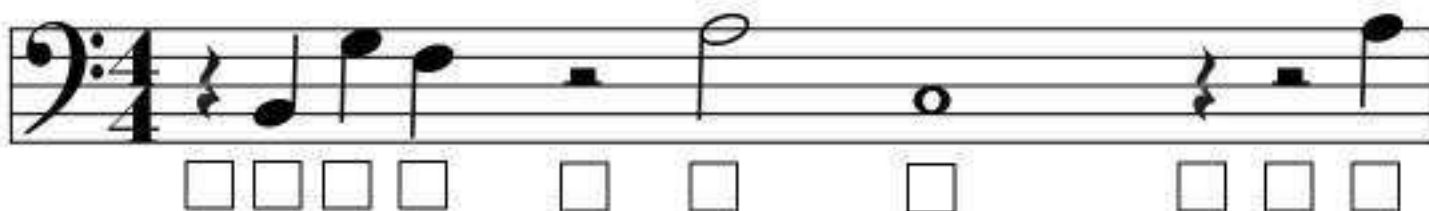
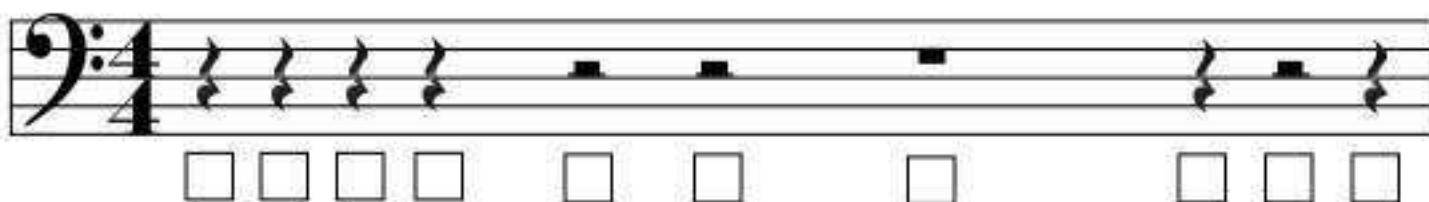
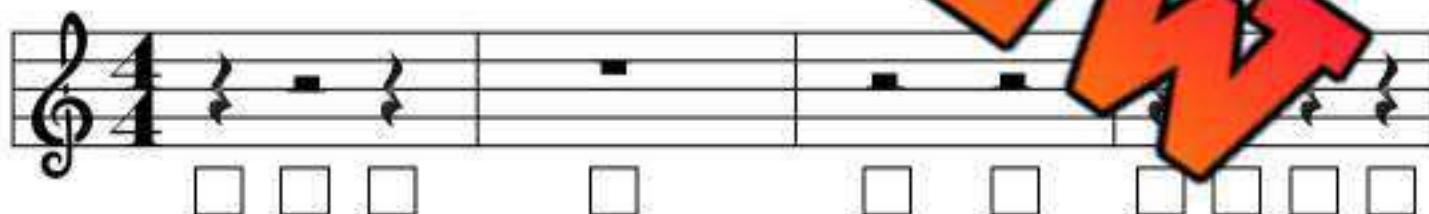
Instructions

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



Instructions

Write the count for each rest. In the second measure, add a half rest.



Playing Music – Mary Had A Little Lamb

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

Instructions

Label the notes below.

PREVIEW

Instructions

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

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

Playing Music – Twinkle, Twinkle, Little Star

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

Instructions

Label the notes below.

PREVIEW

Instructions

Write the note name below the lyrics

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

Creating Exciting Rhythms in Music

What Are Dotted Notes?

A dotted note is a note with a small dot placed beside it. This dot adds half of the note's value to its length.

For example, a dotted quarter note is one and a half beats long. If you follow it with an eighth note, it creates a pattern that sounds like "tam-ti." This pattern is often used in songs with a swinging or skipping feel.



What Are Sixteenth Notes?

Sixteenth notes are shorter than eighth notes. Sixteenth notes fit into one beat, and they sound fast and even, like "tika-tika." Musicians often count them as "1-e-&-a." These notes are fun to play and hear in fast-paced music such as marches, dances, or drumlines.

Why Are These Rhythms Important?

Dotted rhythms and sixteenth notes help make music more exciting. Composers mix slow and fast notes, which gives music a strong beat and a fun groove. By learning patterns like "tam-ti" and "tika-tika," musicians can play more interesting pieces and stay on beat with others.

How Do We Practise Them?

Clapping, tapping, and saying the rhythm out loud are great ways to learn. You can try clapping "tam-ti" or saying "tika-tika" as you tap four quick beats. These exercises train your ears and hands to keep a steady rhythm.

Multiple Choice

Circle the letter that contains the correct answer.

1) What does a dotted note do to the length of a note?

- A. Makes the note faster C. Makes the note sound louder
B. Adds half of its value to the note D. Turns it into a rest

2) How many sixteenth notes fit into one beat?

- A. Two C. Four
B. Three D. Eight

Short Answer

Answer the questions below.

1) Explain the rhythm pattern "tam-ti". What notes make this pattern, and how does it sound?

2) Describe how sixteenth notes sound and how they are counted.

True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1) A dotted quarter note is the same length as one quarter note. | True | False |
| 2) The rhythm "tam-ti" is made by playing a dotted quarter note followed by an eighth note. | True | False |
| 3) Sixteenth notes are longer than eighth notes. | True | False |
| 4) "Tika-tika" is a way to say four sixteenth notes. | True | False |
| 5) Saying rhythms out loud helps you learn to stay on beat. | True | False |

Activity: Rhythm Sort & Tap!

Objective

What are we learning more about?

Students will explore rhythmic patterns and develop their ability to identify, organize, and perform them accurately while working in small groups.

Materials

What do we need for our activity?

- ✓ Printed rhythm cards (tam-ti, tim-ka, tika-tika)
- ✓ Rhythm names for sorting
- ✓ Pencils or dry erase markers
- ✓ Desks or open floor space



Instructions

How do we complete the activity?

- 1) **Rhythm Review:** The teacher reviews rhythm names and patterns with the class:
 - "Tam-ti" = dotted quarter + eighth
 - "Tim-ka" = dotted eighth + sixteenth
 - "Tika-tika" = four sixteenth notes
- 2) **Group Sorting Task:** Students will work in small groups of four to sort a set of rhythm cards into categories: tam-ti, tim-ka, and tika-tika. When done, they check their answers with another group or the teacher.
- 3) **Label the Rhythms:** Groups match each rhythm card with the correct label by placing the rhythm name underneath. Each student takes a turn placing a label.
- 4) **Desk Tapping Practice:** Groups will practice tapping the rhythm patterns together on their desks. They should aim for accuracy and synchronization.
- 5) **Bonus Group Challenge:** Each group creates and presents a short rhythm (4-8 beats) using two or more of the patterns. They practise tapping it together, using body percussion if they wish.

Criteria

Use the criteria below to complete the assignment.

| Criteria | Description |
|----------------------------------|--|
| Sorts Rhythm Patterns | Places rhythm cards correctly into "tam-ti," "tim-ka," or "tika-tika" groups. |
| Matches Names to Patterns | Accurately matches each rhythm card with the correct rhythm name label. |
| Works in Group | Participates respectfully and cooperatively with group members. |
| Taps Rhythm | Performs each rhythm with clear tapping and keeps a steady beat. |
| Creates Group Rhythm | Works with group to create and perform a short rhythm that includes at least two different patterns. |

Planning

Answer the questions below.

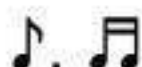
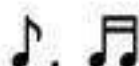
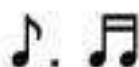
1) Which rhythm cards do we want to use in our group rhythm?

2) What order should we put the rhythms in, so they sound good?

3) How will we practise so we all tap together and stay in time?

Cards

Cut out the cards below so you can paste them into the correct category



Name: _____

22

Curriculum Connection
C1.2, C2.2

Cards

Paste the cards into their correct category below

| Tam-ti | Tim-ka | Tika-tika |
|--------|--------|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

PREVIEW

Reflection

Answer the questions below.

1) What was the most fun or interesting part of this activity? Why?

2) Which was the easiest or hardest for you to recognise? Why?

3) How did your group work together to solve a rhythm challenge?

4) What did you learn about rhythm patterns by doing this activity?

5) How did practising with your group help you understand the rhythms better?

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|----------------------------------|---|---|---|--|
| Sorts Rhythm Patterns | Did not sort cards or placed most in wrong groups | Sorted a few cards correctly but made many mistakes | Sorted most cards correctly into the right rhythm groups | Sorted all cards correctly into tam-ti, tim-ka, or tika-tika |
| Matches Names to Patterns | Did not match labels or needed lots of help | Matched some labels but missed many | Matched most labels correctly with rhythm cards | Matched all labels accurately with the correct rhythm cards |
| Works Well in a Group | Did not help or interrupted others | Participated a little but had trouble listening | Helped the group and worked respectfully most of the time | Participated fully and worked very well with group members |
| Taps Rhythms Steadily | Did not tap or tapped off beat often | Tapped some rhythms but had many pauses | Tapped most rhythms clearly and steadily | Tapped all rhythms clearly and kept a steady beat throughout |
| Creates Group Rhythm | Did not help create a rhythm or it didn't follow patterns | Helped a little but rhythm was unclear or too short | Helped create a rhythm with the correct pattern | Helped create and perform a clear group rhythm |

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Game: Rhythm Basketball

Objective What are we learning more about?

Students will bounce a basketball in time to perform complex rhythm patterns using movement and sound by bouncing rhythms like "tam-ti" and "tika-tika." The game builds coordination, rhythm accuracy, and pulse control while encouraging teamwork and focus.

Materials What do we need for our game?

- ✓ Basketball (1 per pair)
- ✓ Open space
- ✓ Rhythm pattern cards (e.g., "tam-ti", "tika-tika", etc.)
- ✓ Floor cones or markers (optional)



Steps How do we play the game?

- 1) **Rhythm Warm-Up:** Students stand in a circle or semi-circle. The teacher claps a rhythm (e.g., "tam-ti, tika-tika") and students copy by clapping or tapping their legs.
- 2) **Bounce & Chant Challenge:** Divide the class into small groups and they take turns choosing a rhythm card. One student chants and bounces the rhythm, while the others copy. Then they rotate. Emphasize clean rhythm execution and steady pulse.
- 3) **Partner Relay:** Each group lines up. The first player bounces a rhythm to a cone and back, chanting it aloud. When they return, the next person goes with a new rhythm. The group that completes all rhythms first and correctly wins.
- 4) **Silent Rhythm Bounce (Bonus Twist):** Change the groups into pairs. One player performs the rhythm silently while bouncing. Their partner watches closely and tries to guess which rhythm was performed.

Game: Rhythmic Cup Challenge

Objective What are we learning more about?

Students will develop their ability to keep a steady beat and perform complex rhythm patterns using hand claps and cup movements. They will practise combining rhythms such as "tam-ti" (dotted quarter + eighth) and "tika-tika" (four sixteenth notes). This helps them build musical memory, coordination, and timing.

Materials What do we need for our game?

- ✓ 1 plastic or paper cup per student
- ✓ A flat surface (desk or table)
- ✓ Rhythm pattern cards (optional)
- ✓ Metronome or drumbeat (optional for steady tempo)



Steps How do we play the game?

- 1) **Rhythm Warm-Up:** The teacher demonstrates a rhythmic cup pattern using "tam-ti" and "tika-tika." Students echo it slowly, first clapping, then using cups (tap, slide, lift, etc.). Example: tap-tap-clap-tap (tika-tika-tam-ti).
- 2) **Group Practice:** Students work in small groups, repeating the pattern together. Focus is on matching tempo and rhythm.
- 3) **Speed-Up Round:** When students are confident, the teacher increases the tempo slightly. Groups try to keep the rhythm without breaking flow.
- 4) **Partner Challenge:** Students pair up. One student performs a rhythm pattern. The other copies it using cup sounds and hand claps. Then they switch.

Guide

Use the guide to create a perfect rhythm cup pattern.

| Beat Count | Rhythm Syllable | Movement | Description |
|------------|-----------------|---------------------------------|---|
| 1 | <i>tam</i> | Tap cup with palm | Place palm flat on top of the cup and tap once |
| 2 | <i>ti</i> | Clap hands | Simple open-hand clap |
| 3 | <i>tika</i> | Tap table with cup (right hand) | Hold cup and tap bottom to the table quickly |
| 4 | <i>tika</i> | Slide cup sideways | Push the cup sideways with rhythm to another spot |
| 5 | <i>tam</i> | Tap cup with fingertips | Use fingers to tap the rim of the cup |
| 6 | <i>ti</i> | Flip cup upside-down | Lift and flip cup quickly then place it upside-down |
| 7 | <i>tika</i> | Pat thighs | Pat both thighs in quick succession |
| 8 | <i>tika</i> | Clap hands | End with a quick double clap (to finish in rhythm) |

Game: Boom-Snap-Clap

Objective

What are we learning more about?

Students will practise keeping a steady beat while performing a body percussion pattern using lower and upper body actions. The game builds coordination, rhythm accuracy, focus while promoting teamwork and musical thinking.

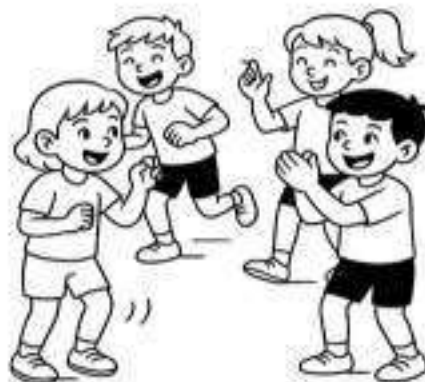
Materials

What do we need for our game?

- ✓ Open space
- ✓ Visual cue cards (rhythm symbols optional)

Steps

How do we play the game?



- 1) Warm-Up Practice:** As a whole class, practise the Boom-Snap-Clap pattern:
 - Boom = tap knees or stomp
 - Snap = snap fingers or tap shoulder
 - Clap = clap handsStart slowly, then speed up while keeping the rhythm steady.
- 2) Partner Pulse:** In pairs, students perform the pattern together while the other follows. After a few rounds, they switch roles. Focus on staying on time.
- 3) Echo Round:** The teacher claps a Boom-Snap-Clap rhythm variation. Students listen and echo the pattern using body percussion. Add challenges like boom-boom-clap-clap or snap-snap-boom-clap.
- 4) Partner Swap Game:** On the teacher's signal, students quickly find a new partner and continue the pattern without missing a beat.
- 5) Final Freeze Twist:** The teacher says "Freeze!" at a random moment. Students must freeze mid-action and then perform the last rhythm from memory with no sound, just movement.

Peer-Assessment

Rate your partner's performance.

My name is _____.

Whose performance are you rating? _____

| Criterion | Rating Description | Rate (Colour the stars) |
|------------------------------|---|-------------------------|
| Followed the Pattern | They performed Boom-Snap-Clap in the correct order and stayed on with the beat. | ☆☆☆☆☆ |
| Kept a Steady Beat | They kept a steady rhythm without going too fast or too slow. | ☆☆☆☆☆ |
| Tried a New Variation | They added a new move or changed the pattern (e.g. boom-clap) and did it clearly. | ☆☆☆☆☆ |
| Echoed My Pattern | They listened carefully and copied my pattern correctly during the echo round. | ☆☆☆☆☆ |
| Stayed Focused | They paid attention, waited for their turn, and played when it was time. | ☆☆☆☆☆ |
| Worked Respectfully | They took turns, helped me during the game, and encouraged me to do my best. | ☆☆☆☆☆ |

Game: Sevens

Objective What are we learning more about?

Students will practise keeping a steady beat and develop rhythm awareness by clapping in a circle game. This challenge helps them focus, follow a pulse, and work together to stay on beat while listening and responding to rhythm changes.

Materials What do we need for our game?

- ✓ Open space
- ✓ Number cards (1-7) (optional)



Steps How do we play the game?

- 1) **Circle Setup:** Students form a large circle, standing shoulder-to-shoulder.
- 2) **Clap & Count:** One student begins by clapping a steady beat and saying "one." The next person claps "two," and so on around the circle up to "seven."
- 3) **Stomp on Seven:** Whoever says "seven" replaces the clap with other action (e.g., snap, hop, spin, dab). The next student starts again at "one," continuing the pattern around the circle.
- 4) **Keep It Going:** If a student forgets to change to new action on "seven" or goes off beat, they step out to the middle and do 5 rhythm claps before re-joining the circle.
- 5) **Speed Round:** After each round, the teacher speeds up the tempo slightly. The class continues playing faster while keeping the steady beat.

Game Play Review

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

| Category | Detail |
|----------------------------------|--------|
| Most Fun Rhythm to | |
| | |
| | |
| | |
| | |
| Hardest Rhythm to Keep Steady | |
| | |
| | |
| | |
| | |
| Teamwork Moment | |
| | |
| | |
| | |
| | |

Activity: Compose with Rondo Form

Objective What are we learning more about?

Students will explore form and timbre by creating and performing a Rondo composition (ABACADA). They will begin with a familiar A section and invent contrasting sections (B, C, D) using recorders, body percussion, or other instruments.

Materials What do we need for our activity?

- ✓ Recorder (A part)
- ✓ Staff paper and pencil
- ✓ Classroom instruments (e.g., hand drums, shakers)
- ✓ Optional: xylophone or other instruments for extra timbre variety
- ✓ Whiteboard or chart to display the Rondo form (ABACADA)



Instructions How do we complete the activity?

- 1) **Warm-Up with a Familiar Tune:** Begin as a class by playing a simple, well-known melody in D major. This will serve as your A section. Practice playing it together on the recorder, focusing on clear notes and steady rhythm.
- 2) **Create New Sections:** In small groups, students create new sections for the B, C, and D sections using body percussion, tuned or untuned instruments. Each section must sound different but match the rhythm style of the A section.
- 3) **Write it Down:** Students write their new sections on staff paper, including pitch (note names) and rhythms. They label each section A, B, C, or D clearly and add expressive markings if desired.
- 4) **Rehearse the Rondo:** Groups practise performing their full piece in the order ABACADA. They take turns playing different sections and use different timbres for each one.
- 5) **Perform and Reflect:** Each group performs their Rondo for the class. Afterward, discuss: How did the sections sound different from each other? Which section was the most fun to create or perform?

Criteria

Use the criteria below to complete the assignment

| Criteria | Description |
|-------------------------------------|---|
| Used Clear A Section | Performed the main (A) section accurately and confidently throughout the piece. |
| Created Contrasting Sections | Composed B, C, and D sections that sounded different from A while following a similar rhythm. |
| Explored Different Sounds | Used a variety of sounds (recorder, body percussion, or instruments) to make each section unique. |
| Worked Well in a Group | Shared ideas, listened to teammates, and collaborated respectfully during the composition. |
| Completed Musical Notation | Wrote down musical sections using proper pitch and rhythm notation. |

Tips

Use the tips below to make your performance better.

| Tip | How It Helps |
|--|---|
| Practise the A Section Often | Helps keep the main section sounding familiar during the whole composition. |
| Keep Each New Section Simple | Makes it easier to remember and play each part clearly. |
| Use Different Sounds for Each Section | Helps the audience hear contrast between the A, B, C, and D sections. |
| Write Down Your Ideas Quickly | Keeps musical ideas fresh and ensures everyone in the group remembers them. |
| Listen Carefully to Group Members | Supports teamwork and helps sections sound smooth when played together. |
| Count Beats Silently While Playing | Helps stay on rhythm and maintain steady tempo. |
| Try Your Composition Out Loud | Testing your music helps you fix problems before the final performance. |

Reflection

Answer the questions below.

1) What song or melody will your group use as the A section? Why did you choose it?

2) How will B, C, and D sections sound different from the A section?

3) What instruments or percussion will you use in the new sections?

Word Scramble

Unscramble the words from the word bank.

WORD BANK

COMPOSER

MELODY

REPEATED

SECTION

PERFORM

CONTRAST

RONDO

RHYTHM

PATTERN

ICNOSTE

DLYMEO

DOORN

APEDRETE

PCOESMRO

RNTPAET

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|-----------------------------------|---|--|---|---|
| Used Clear "A" Section | "A" section was unclear or off pitch | "A" section was sometimes clear but not steady | "A" section was mostly clear and confident | "A" section was always clear, confident, and steady |
| Create Contrast Section | B, C, D sections sounded too similar to "A" | Some contrast, but didn't follow rhythm style well | Good contrast with similar rhythm pattern | Strong contrast with rhythm matched clearly to "A" section |
| Explored Different Timbres | Used only one or two timbres | Used two different timbres but with little variety | Tried at least three different sounds creatively | Used a range of creative timbres that made each section unique |
| Worked Well in Group | Didn't cooperate or share ideas | Tried to cooperate but didn't listen or collaborate well | Shared ideas and worked together most of the time | Fully collaborated, listened, and supported group at every step |
| Completed Music Notation | Didn't finish or wrote incorrect notes | Notes written but with many pitch or rhythm errors | Notes written with some mistakes | All sections written clearly with correct notation |

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

How Loud or Soft the Music Goes

What Are Dynamics?

In music, dynamics tell us how loud or soft a sound should be. Musicians use special Italian words to show these changes. The word *piano* means soft, and *forte* means loud. If something gets louder slowly, we call it a *crescendo*. If it gets quieter, it's a *decrescendo*.



These changes help music feel more exciting, gentle, or dramatic, depending on what the composer wants to say.

How Dynamics Make Music Feel

Dynamics help tell a story in music. A calm scene can sound calm and peaceful, while a loud one can sound bold and exciting. Think about a movie—soft music might play in a sad scene, while loud music could be playing during an action part. Without dynamics, music would sound the same all the way through and might feel boring. That's why using soft and loud sounds is so important.

The Role of the Conductor

In bands or orchestras, the conductor leads the group. They use hand movements to show when the music should get louder or softer. For example, raising their hands might mean play louder, and lowering them might mean get softer. Musicians watch the conductor carefully to stay together and follow the right dynamics.

Why Dynamics Matter

Knowing about dynamics helps us become better musicians and listeners. When we use soft and loud sounds on purpose, our music becomes more expressive. Whether you sing, play, or listen, dynamics help you enjoy music even more.

Question

Answer the questions below.

1) What are dynamics in music, and why are they important?

2) Explain the meaning of "crescendo" and "decrescendo."

3) Explain how the conductor helps musicians with dynamics.

True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1) The word "piano" in music means loud. | True | False |
| 2) Dynamics help make music more exciting and interesting. | True | False |
| 3) Conductors use hand and arm movements to show changes in dynamics. | True | False |
| 4) Without dynamics, music would always sound the same. | True | False |
| 5) Crescendo means the music gets softer. | True | False |

Activity: Dynamic Conductors

Objective What are we learning more about?

Students will learn how to recognize, understand, and respond to dynamics in music, including mezzo-forte (mf), mezzo-piano (mp), crescendo, decrescendo, and accents. Through interactive group work, they will practise performing and conducting short rhythms using percussion and body percussion, while following dynamic cues.

Materials What do we need for our activity?

- ✓ Percussion instruments (e.g., hand drums, tambourine)
- ✓ Printed rhythm patterns (e.g., 8 or 12 beat patterns)
- ✓ Chart or board showing dynamics and hand signals
- ✓ Whiteboard or paper for conducting



Instructions How do we complete the activity?

- 1) **Learn the Signals:** Use the provided guide/chart to learn the hand signals of common dynamic markings.
- 2) **Rhythm Rehearsal:** Divide the class into groups. Each group practices a rhythm pattern (e.g., 8 or 12 beats). Practise it together using clapping, tapping, or instruments. Focus on staying in rhythm and playing clearly.
- 3) **Assign Conductors:** In each group, choose one student to be the conductor for the final performance. The conductor uses the correct hand signals while the group plays the rhythm. The performers must follow the signals in real time, changing dynamics as shown.
- 4) **Switch Roles:** Everyone gets a turn to conduct and perform. After each round, discuss how well the group followed the dynamics and how the music changed with the signals.
- 5) **Final Performance:** Groups will be assigned a dynamic marking in which to perform their rhythm pattern. The audience watches for correct dynamic changes and gives one positive comment about each performance.

Criteria Use the criteria below to complete the assignment.

| Criteria | Description |
|--|--|
| Used Correct Hand Signals | Demonstrated the proper hand signs for mezzo-forte, mezzo-piano, crescendo, decrescendo, and accent. |
| Led the Group Clearly | Had clear, confident conducting cues that the group could easily follow. |
| Responded to Dynamics | Listened and changed playing volume based on the conductor's signals. |
| Stayed in Rhythm | Played or clapped rhythms in time with the group and followed tempo cues. |
| Worked Cooperatively | Took turns as conductor and player, stayed focused, and supported the group. |



Rhythm Pattern

Practise and perform the 12-beat rhythm pattern for your class.

| Group | 12-Beat Rhythm Pattern |
|----------------|--|
| Group 1 | Ta - Ta - Ti-Ti - Ta - Rest - Ta - Ta - Ti-Ti - Ta - Ta - Rest |
| Group 2 | Ta - Ti-Ti - Ta - Ta - Rest - Ti-Ti - Ti-Ti - Ta - Ta - Rest - Ta - Ta |
| Group 3 | Ta - Ta - Ta - Ti-Ti - Ta - Ta - Rest - Ta - Ta - Ti-Ti - Ta - Ti-Ti - Ta - Rest |
| Group 4 | Ti-Ti - Ti-Ti - Ta - Rest - Ta - Ta - Ti-Ti - Ta - Rest - Ta - Ta |
| Group 5 | Ta - Rest - Ti-Ti - Ta - Ta - Ta - Ti-Ti - Ti-Ti - Rest - Ta - Ta |
| Group 6 | Ta - Ta - Rest - Ta - Ti-Ti - Ta - Ta - Ti-Ti - Rest - Ti-Ti - Ta |

Chart

Study the hand signals of the dynamic markings in the chart below.

| Dynamic Marking | What It Means | Hand Signal | Hand Signal Picture |
|----------------------------|----------------------|--|---|
| Mezzo-forte (mf) | Medium loud | Hold one hand flat and palm down at shoulder height |  |
| Mezzo-piano (mp) | Medium soft | Hold one hand flat and palm down at chest height |  |
| Crescendo | Get louder slowly | Start with hands close together, then spread them apart slowly |  |
| Decrescendo | Get softer slowly | Start with hands wide apart, then bring them together slowly |  |
| Accent | Play one note louder | Point sharply in the air or make a quick downward motion with one hand |  |

**Performance Review
Chart**

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

| Category | Detail |
|-------------------|--------|
| Best Moment | |
| | |
| | |
| | |
| | |
| Biggest Challenge | |
| | |
| | |
| | |
| | |
| What I Learned | |
| | |
| | |
| | |
| | |

PREVIEW

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|------------------------------|--|---|--|--|
| Used Hand Signals | Rarely used correct signals | Used some correct signals, but not consistent | Used most signals correctly, with minor hesitation | Used all signals clearly and confidently for each marking |
| Led the Group Clearly | Group had difficulty following the leader | Gave some cues, but not always clearly | Gave mostly clear cues the group could follow | Led with strong, clear cues that the group followed easily |
| Responded to Dynamics | Did not respond to dynamics cues | Responded to a few dynamic cues | Responded to most cues with some accuracy | Always responded to dynamics correctly and at the right time |
| Stayed in Rhythm | Rhythm was off or not steady | Stayed in rhythm most of the time | Kept the beat most of the time | Maintained steady rhythm throughout and followed tempo changes |
| Worked Cooperatively | Did not take turns or distracted the group | Took turns but needed reminders or support | Took turns and supported the group | Took turns as leader/follower, supported team, and used cues |

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Harmonize and Echo!

Objective What are we learning more about?

Students will learn how to sing in harmony by performing a simple folk song in two parts. They will practise holding their part while listening to others, using simple harmonic voices.



Materials What do we need for our activity?

- ✓ Lyrics and audio for a folk song, "Land of the Silver Birch" or "Shenandoah"
- ✓ Light percussion instruments (e.g. drums, tambourines)
- ✓ Lyrics chart or projector
- ✓ Audio/video recording device (optional)
- ✓ Performance space (classroom or music room)

Instructions How do we complete the activity?

- 1) **Learn the Song Together:** Introduce the folk song and have students listen to the audio. As a class, listen together and sing the melody in clear diction and steady tempo.
- 2) **Form Groups:** Divide the class into 2 main groups. One group sings the melody and the other adds harmony or echo. Additionally, form a relatively smaller group with volunteer students to keep the beat using light percussion and help everyone stay in rhythm.
- 3) **Practise and Record:** Groups practise their harmony trying to perfect every part. Then, the teacher will record the performance and play it back for the class to self-assess.
- 4) **Echo Switch Challenge (Optional Twist!):** Switch parts! Group A sings the harmony or echo while Group B sings the melody. This helps reinforce listening and flexibility in ensemble singing.

Criteria

Use the criteria below to complete the assignment.

| Criteria | Description |
|----------------------------------|---|
| Stayed on Part | Sang the correct part (melody or harmony/echo) clearly without switching parts. |
| Listened to Others | Adjusted volume and timing by carefully listening to the other group. |
| Sang with Steady Rhythm | Kept a consistent tempo while singing with the group and focused. |
| Used Good Vocal Technique | Used clear diction, strong voice, and proper breathing while singing. |
| Performed with Confidence | Participated fully, stayed focused, and performed without hesitation. |

Planning

Answer the questions below.

1) What is the name of the folk song we are learning? Have you heard it before?

2) Which part will you be singing — the melody or the harmony/echo?

3) What strategies will you use to stay on beat while singing?

4) What does it mean to "listen while you sing" when singing in harmony?

5) How can light percussion (like clapping or tapping) help support the performance?

PREVIEW

Songs

Practise singing the song below in harmony.

| Label | Song: Land of the Silver Birch |
|--------|---|
| Verse | Land of the silver birch |
| Verse | Home of the beaver |
| Verse | Where still the mighty moose wanders at will |
| Chorus | Blue lake and rocky shore, I will return once more |
| Chorus | Boom-diddy-ah-da, Boom-diddy-ah-da, Boom-diddy-ah-da, bo-oo-oom |
| Verse | On a rocky ledge, I'll build my wigwam |
| Verse | Close to water's edge, silent and still |
| Chorus | Blue lake and rocky shore, I will return once more |
| Chorus | Boom-diddy-ah-da, Boom-diddy-ah-da, Boom-diddy-ah-da, bo-oo-oom |
| Verse | My heart is set for the hills in the lowlands |
| Verse | I will return to the hills in the lowlands |
| Chorus | Blue lake and rocky shore, I will return once more |
| Chorus | Boom-diddy-ah-da, Boom-diddy-ah-da, Boom-diddy-ah-da, bo-oo-oom |
| Verse | Swift as a silver fish, canoe of birch bark |
| Verse | By mighty waterways carry me forth |
| Chorus | Blue lake and rocky shore, I will return once more |
| Chorus | Boom-diddy-ah-da, Boom-diddy-ah-da, Boom-diddy-ah-da, bo-oo-oom |
| Verse | High as an eagle soars over the mountains, |
| Verse | My spirit rises up, free as a bird |
| Chorus | Blue lake and rocky shore, I will return once more |
| Chorus | Boom-diddy-ah-da, Boom-diddy-ah-da, Boom-diddy-ah-da, bo-oo-oom |
| Verse | Land of the silver birch, home of the beaver, |
| Verse | Where still the mighty moose wanders at will |
| Chorus | Blue lake and rocky shore, I will return once more |
| Chorus | Boom-diddy-ah-da, Boom-diddy-ah-da, Boom-diddy-ah-da, bo-oo-oom |

Songs

Practise singing the song below in harmony.

| Label | Song: Shenandoah |
|-------|--|
| Verse | Oh, Shenandoah, I long to see you |
| Verse | Away, you rolling river |
| Verse | Oh, Shenandoah, I long to see you |
| Verse | Away, I'm bound away, across the wide Missouri |
| Verse | Oh, Shenandoah, I love your daughter |
| Verse | Away, you rolling river |
| Verse | I've been 'cross the rolling water |
| Verse | Away, I'm bound away, across the wide Missouri |
| Verse | When I was young and in love with you |
| Verse | Away, you rolling river |
| Verse | I courted Sally, I called her mine |
| Verse | Away, I'm bound away, across the wide Missouri |
| Verse | 'Tis seven long years since last I've seen you |
| Verse | Away, you rolling river |
| Verse | 'Tis seven long years since last I've seen you |
| Verse | Away, I'm bound away, across the wide Missouri |
| Verse | Oh, Shenandoah, I long to hear you |
| Verse | Away, you rolling river |
| Verse | Oh, Shenandoah, I long to hear you |
| Verse | Away, I'm bound away, across the wide Missouri |

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|----------------------------------|--------------------------------------|---|--|--|
| Stayed on Part | Did not sing the correct part | Sometimes stayed on the correct part | Mostly stayed on the correct part | Always stayed on the correct part with accuracy |
| Listened to Others | Did not listen or adjust to others | Sometimes adjusted timing or volume | Usually adjusted to match the other group | Always listened and adjusted clearly to the other group |
| Sang with Steady Rhythm | Did not keep a steady rhythm | Sometimes kept a somewhat steady rhythm | Kept a steady rhythm most of the time | Always kept a strong and steady rhythm |
| Used Good Vocal Technique | Voice was unclear or hard to hear | Sometimes used good vocal technique and breathing | Mostly used good vocal technique and breathing | Clear, strong voice with excellent breathing technique |
| Performed with Confidence | Was shy or unsure during performance | Participated with some confidence | Performed with confidence most of the time | Always performed with confidence, used, and participated in a positive way |

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

How Music Creates Mood

What Is Mood in Music?

Mood is the feeling music gives us when we listen to it. Some songs make us feel happy, others make us feel calm, excited, or even a little sad. Music can create a mood using different elements like dynamics, tempo, and pitch. When we listen closely, we can tell what kind of mood the music is trying to show.



How Dynamics Affect Mood

Dynamics are the loud and soft parts of music. Loud music (forte) can make us feel strong, brave, or excited. Soft music (piano) feels peaceful, gentle, or even mysterious. When the volume slowly gets louder (crescendo) or softer (decrescendo)—it can also change how the music makes us feel.

How Tempo and Pitch Help

Tempo is how fast or slow the music is. Fast tempos can make us feel energetic or joy. Slow tempos are often used to make music sound calm or sad. Pitch is how high or low the notes are. High-pitched music can feel cheerful or playful. Low-pitched music might feel dark or powerful.

Becoming a Mood Detective

Understanding how music creates mood helps us become better listeners. Next time you hear a song, try to guess the mood and what made it sound that way. Was it the tempo, the pitch, or the dynamics? The more we practise listening carefully, the more we understand the emotions in music!

Question

Answer the questions below.

1) Why do you think composers use loud and soft sounds (dynamics) in their music?

2) Explain how pitch (high and low sounds) helps create different moods in a piece of music.

3) How does understanding music elements like tempo, pitch, and dynamics make you a better listener?

Word Scramble

Unscramble the words from the word bank.

WORD BANK

EMOTION

PITCH

LOUD

HAPPY

DYNAMICS

CHEERFUL

PLAYFUL

LISTEN

ENERGY

FALPULY

TLISNE

CSANDMIY

MENOOTI

HPCTI

DULO

Activity: Paint the Music!

Objective What are we learning more about?

Students will explore how music creates different moods by listening to various pieces and expressing their emotional responses through visual art. They will connect elements like dynamics and tempo to colours, shapes, and movement in their artwork.

Materials What do we need for our activity?

- ✓ Tracks of music with different moods (e.g. calm, exciting)
- ✓ Speakers for playing music
- ✓ Large paper for drawing
- ✓ Colour markers, pens, pencils
- ✓ Gallery walk space
- ✓ Student name labels for display



Instructions How do we complete the activity?

- 1) **Introduction:** Begin with a short discussion on how music creates different moods by using different elements. As a class, review the elements of music: Tempo, Dynamics, and Pitch.
- 2) **Listening to Music & Drawing:** Play the 4 songs one by one and ask students to draw how each song made them feel using only colours, shapes, and lines (no characters or text allowed). Students can use 4 pages or one large sheet divided into 4 sections.
- 3) **Set-Up a Gallery:** Set-up a corner where the drawings of the students will be displayed. Students will submit their 2 favourite drawings to the teacher to be displayed in the gallery.
- 4) **Gallery Walk and Guessing Game:** Display all the finished artwork. Play the songs again while students move around and they will try to match each drawing to a song based on mood, tempo, and energy.
- 5) **Reflection Discussion:** Invite volunteer students to share why they used certain shapes or colours. What part of the music guided their choices? Discuss how different people interpreted the same song differently.

Criteria Use the criteria below to complete the assignment.

| Criteria | Description |
|---------------------------------------|---|
| Matched Music to Artwork | Chose colours, shapes, or lines that clearly reflected the mood of the music. |
| Showed Creativity | Used unique and expressive ideas to show feelings without using words. |
| Paid Attention to | Listened for tempo, dynamics, and pitch to guide drawing choices. |
| Participated in Discussion | Shared or listened respectfully during the gallery walk or discussion. |
| Completed Artwork Thoughtfully | Spent time to complete the artwork with focus and care. |

Playlist Select 4 songs from the list and make a playlist for the class.

| Mood | Song |
|-----------------|---|
| Joyful | <i>Ode to Joy</i> – Ludwig van Beethoven |
| Joyful | <i>Zip-a-Dee-Do-Dah</i> – Disney class |
| Calm | <i>Morning Mood</i> – Edvard Grieg |
| Calm | <i>Somewhere Over the Rainbow</i> – Israel Kamakawiwo'ole version |
| Exciting | <i>William Tell Overture (Finale)</i> – Rossini |
| Exciting | <i>Can't Stop the Feeling</i> – Justin Timberlake (clean edit) |
| Scary | <i>In the Hall of the Mountain King</i> – Edvard Grieg |
| Scary | <i>Night on Bald Mountain</i> – Modest Mussorgsky |

Reflection

Answer the questions below.

1) What did you notice about how other classmates showed mood through their artwork? Did anything surprise you?

2) If you did this activity again, what would you do the same or differently in your drawing?

3) What did you learn about how artists use different moods or feelings?

Word Search

Find the words in the wordsearch.

| | | |
|---------|--------|--------|
| Gallery | Calm | Shapes |
| Drawing | Energy | Colour |
| Artwork | Soft | Melody |
| Express | Mood | Steady |

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

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|---------------------------------------|--|--|--|--|
| Matched Music to Artwork | Artwork does not match the music's mood. | Some parts reflect the music's mood. | Colours and shapes mostly show mood clearly. | Artwork strongly shows the mood through clear choices. |
| Show Creative Ideas | Ideas are in or out of the box. | Some creative effort shown. | Shows original thinking and expression. | Very imaginative and expressive without using words. |
| Paid Attention to Elements | Did not show any of the elements of music. | Noticed some elements of music or rhythm in art. | Clearly used tempo, dynamics, or pitch in art. | Fully used multiple music elements to guide drawing. |
| Participated in Discussion | Did not participate or was distracted. | Listened but did not contribute much. | Shared thoughts or listened respectfully. | Spoke clearly and respectfully, gave thoughtful responses. |
| Completed Artwork Thoughtfully | Rushed work or didn't finish. | Finished but with little care. | Work was detailed and effort was shown. | Artwork was detailed and effort was shown. |

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Understanding Timbre in Music

What Is Timbre?

Timbre (pronounced "tam-ber") is what makes each instrument sound different, even when they play the same note. A piano and a violin can both play a middle C, but they sound very different. That's because their timbre is different. Timbre is like each instrument's special sound.



Why Does Timbre Matter?

Timbre helps us know what instrument is playing. If you close your eyes, you can still tell if it's a drum, a flute, or a violin. In music, composers use different timbres to create feelings or moods. A soft flute might sound like a bird. Loud drums can sound like thunder.

Timbre and Mood

The sounds of instruments can change the mood of a song. For example, a bright sound can make music feel exciting. A cello's warm tone can make music feel calm or sad. By mixing different timbres, musicians can tell stories and show emotions in their music.

Why It's Fun to Learn About Timbre

Learning about timbre helps you listen more closely to music. You start to notice how different instruments sound and why they were chosen. It also helps when you're playing in a group, because you learn how your instrument fits with others. The more you listen, the more you enjoy music!

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) All instruments sound the same if they play the same note. | True | False |
| 2) Understanding timbre can help us enjoy music more. | True | False |
| 3) Each musical instrument has its own unique sound. | True | False |
| 4) You can tell a piano from a guitar because of their timbre. | True | False |
| 5) Timbre means how fast a song is played. | True | False |

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

- 1) Timbre is the _____ sound that each instrument makes.
- 2) We can tell a _____ from a _____ because they have different _____.
- 3) The sound of a _____ is used to copy the sound of birds.
- 4) Timbre helps create different _____ in a song.
- 5) Timbre is also known as the _____ quality of sound.

Question

Answer the questions below.

- 1) What is timbre, and why is it important in music?

- 2) Imagine you are creating a piece of music for a story about a hero. Which instruments would you choose and why?

Activity: Name That Sound!

Objective What are we learning more about?

Students will explore timbre, the unique sound of each instrument, by listening to short audio clips and identifying which instrument is playing. They will learn how timbre helps us recognize instruments and how each one can be used to create different moods in music.

Materials What do we need for our activity?

- ✓ Audio or video files with 20 short instrument clips (e.g., "Name the Instrument" YouTube videos)
- ✓ Speakers or projector for playing
- ✓ Instrument tracking sheet (timbre)
- ✓ Instrument posters or visuals (for review)



Instructions How do we complete the activity?

- 1) **Introduction:** Begin with a short class discussion. What makes each instrument sound different?
- 2) **Listening Challenge:** Play the 20 instrument clips one by one. After each sound, students write down their best guess of the instrument on the tracking sheet. Remind them to use what they know about the instrument's sound and role in music.
- 3) **Check and Discuss:** Go over the correct answers as a class. For each one, talk about what helped them identify the sound. Was it high or low? Smooth or buzzy? Fast or slow?
- 4) **Reflection Discussion:** Ask the students to reflect on: Which instrument was easiest to identify? Which ones were trickiest? How does knowing timbre help us become better listeners?

Tracking Sheet

Write the name of the instrument you think is making the sound

| # | Guess | Correct Answer |
|----|-------|----------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |
| 16 | | |
| 17 | | |
| 18 | | |
| 19 | | |
| 20 | | |

Activity: Echo Circle – Sing in a Canon!

Objective What are we learning more about?

Students will learn how canons create musical texture through layered melodies. By performing a simple canon in groups, students will explore the concept of polyphony and practise skills such as timing, listening, and group coordination.



Materials What do we need for our activity?

- ✓ Simple canon (e.g., "Brother John" or "Row, Row, Row Your Boat")
- ✓ Space for the students to form a circle
- ✓ Music lyrics sheet (optional)
- ✓ Optional: hand signs to help students keep time

Instructions How do we complete the activity?

- 1) Warm-Up and Review:** Start with a short discussion about the concept of a canon and polyphony. Review how overlapping voices create musical texture.
- 2) Group Practice:** First, give the music lyrics sheet to the students. Have them sing the chosen canon as a whole class. Divide the class into groups and make them stand in circles.
 - Group 1 begins singing the canon
 - After one phrase (e.g., "Brother John"), Group 2 begins.
 - If using 3 groups, Group 3 starts after Group 2 finishes the first phrase.
- 3) Performance Round:** Each group tries to stay in time, listening carefully to others. Add simple hand movements to each line for extra fun and coordination support.
- 4) Switch Roles:** Rotate group roles. Let different groups lead or start. Try speeding up or slowing down the tempo slightly to explore how it affects harmony and focus.
- 5) Reflection Discussion:** As a class, discuss what it felt like to sing in a canon (Was it easy or hard to stay in time?, How did it sound when all the parts overlapped?)

Criteria

Use the criteria below to complete the assignment.

| Criteria | Description |
|-------------------------------|---|
| Sang at the Right Time | Started singing the canon at the correct time after their group's cue. |
| Stayed on Pitch | Used the right notes and kept the melody in tune during the canon. |
| Listened to Others | Paid attention to the other groups' singing to stay in sync. |
| Kept a Steady Beat | Maintained a consistent rhythm and did not speed up or slow down. |
| Tried Their Best | Put forth effort, followed instructions, and stayed focused throughout. |

Tips

Use the tips to enhance your performance.

| Tip | Description |
|--------------------------------------|--|
| Listen closely to others | Helps you stay in sync with the other groups and not get off track. |
| Count before you start | Makes sure you begin at the right time after your group's cue. |
| Keep your beat steady | Keeps the rhythm smooth and avoids speeding up or slowing down. |
| Focus on your melody | Helps you stay on pitch even if other groups are singing something else. |
| Stay confident and don't stop | Keeps the flow going even if there's a small mistake—just keep singing! |

Planning

Answer the questions below.

1) How can you keep a steady beat while singing your part?

2) What can you do if you get confused or lose your place during the song?

3) How will listening to the group help you stay in time and on pitch?

4) What steps can you take to practise staying on your count in front of others?

5) What strategies can you use to improve your pitch and timing during rehearsal?

Lyrics sheet

Use the lyric sheets to sing the songs in canon.

Song Title: Brother John

Are you sleeping

Are you sleeping

Brother John?

Brother John?

Morning bells are ringing

Morning bells are ringing

Ding, dang, dong.

Ding, dang, dong.

Song Title: Row, Row, Row Your Boat

Row, row, row your boat

Gently down the stream.

Merrily, merrily, merrily, merrily

Life is but a dream.

Row, row, row your boat

Gently down the stream.

If you see a crocodile,

Don't forget to scream! (*Aaaaah!*)**Row, row, row your boat**

Gently down the river.

If you see a polar bear,

Don't forget to shiver! (*Brrrr!*)

Peer-Assessment

Rate another group's performance.

My name is _____.

Whose group performance are you rating? _____

| Crit | Rating Description | Rate (Colour the stars) |
|---------------------------|--|-------------------------|
| Came in At the Right Time | They joined the canon at the right moment and didn't start too early or too late. | ☆☆☆☆☆ |
| Kept a Steady Beat | They kept a steady beat while singing or playing without rushing or slowing down. | ☆☆☆☆☆ |
| Blended Well with Group | Their sound mixed nicely with others, and they weren't too loud or too quiet. | ☆☆☆☆☆ |
| Stayed Focused | They paid attention and stayed focused from the beginning to the end of the song. | ☆☆☆☆☆ |
| Showed Teamwork | They listened to each other, worked cooperatively, and encouraged their teammates. | ☆☆☆☆☆ |

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|---------------------------------|-----------------------------------|--|--|--|
| Sang at the Right Time | Missed the starting cue. | Entered late or early but tried to fix it. | Started mostly at the right time. | Started exactly when the group was supposed to. |
| Stayed on Pitch | Used incorrect notes often. | Off pitch sometimes but tried to stay in tune. | Mostly stayed on pitch with a few small slips. | Used correct notes and stayed on pitch the whole time. |
| Listened to Other Groups | Didn't listen to other groups. | Listened a little but got distracted. | Listened well and stayed in sync most of the time. | Listened carefully and matched perfectly with others. |
| Kept a Steady Beat | Rushed or dragged the beat often. | Beat was uneven but tried to keep it steady. | Stayed on the beat most of the time. | Kept a strong, steady beat from beginning to end. |
| Tried Their Best | Didn't focus or give much effort. | Followed some directions but gave up easily. | Stayed on task and followed instructions. | Focused, participated, and gave their best effort. |

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Comparing Music from Different Times

Old and New Sounds

Music has been around for hundreds of years.

Long ago, people played music on instruments like the lute, recorder, or harpsichord. These instruments made soft, gentle sounds. Today, we have electric guitars, synthesizers, and digital keyboards. These new instruments make music louder or more

powerful. Even though technology has changed, music still brings people together and creates feelings.



Tempo and Mood Through

Tempo means how fast or slow a piece of music is. Older music, like classical or baroque, tempos were often steady and slow. Modern music can be fast and upbeat or soft and slow. Both old and new songs use tempo and mood to express emotions. For example, a calm song might make us feel peaceful, while a fast song can make us feel excited.

Styles Keep Evolving

In the past, people listened to music styles like folk, baroque, or jazz. Today, we enjoy pop, rap, rock, and electronic music. Each time period brings new rhythms, instruments, and ideas. Even though styles have changed, the goal of music is the same—telling a story and sharing a feeling.

Why It's Good to Listen to Both

Listening to music from different times helps us learn about history and culture. It helps us understand how music has grown and what has stayed the same. This makes us better listeners and helps us enjoy many types of music from around the world.

True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1) In the past, people used electric guitars and drum machines to play music. | True | False |
| 2) Both old and new music can be used to show emotions. | True | False |
| 3) In the past, people listened to music styles like pop and rap. | True | False |
| 4) Listening to different kinds of music helps us become better listeners. | True | False |
| 5) The only way music has always been to tell a story or share a feeling. | True | False |

Fill In The Blank Fill in the blanks with the correct answer.

- 1) Music helps us feel _____ like peace or excitement.
- 2) In the past, people played instruments like _____, recorder, or harpsichord.
- 3) In the past, people enjoyed styles like folk _____, and _____ music.
- 4) Modern music can be _____ and _____ low.
- 5) Today, we listen to styles like pop, rap, and _____ music.

Question

Answer the question below.

Think about a song you enjoy today. How is it different from music your parents or grandparents might have listened to?

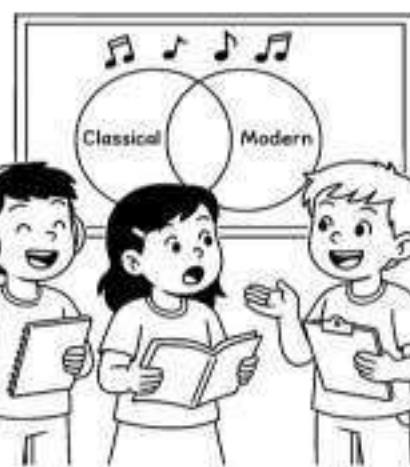
Activity: Musical Time Travel

Objective What are we learning more about?

Students will explore how music has changed over time by comparing a classical piece and a modern song. They will describe each piece right after listening, then use a Venn diagram to compare mood, tempo, and dynamics.

Materials What do we need for our activity?

- ✓ Prepared classical and modern piece (teacher's choice)
- ✓ Music player (e.g., boombox, speakers)
- ✓ Venn diagram worksheet
- ✓ Drawing sheet (optional)
- ✓ Pencils, crayons, markers



Instructions How do we complete the activity?

- 1) **Warm-Up Listening:** Begin with a class discussion about mood, dynamics, and tempo. Ask students to describe songs they know in terms of mood, tempo, or loud and soft. Distribute the Venn diagram they will compare the prepared songs.
- 2) **Listen Attentively:** Play the classical and modern songs. Have students quietly listen and pay attention to how the songs make them feel. After listening, have students notice how fast/slow (tempo) and loud/soft (dynamics) the music is.
- 3) **Venn Diagram/Chart Challenge:** After playing the first song, in their notebook have students write a few words or sentences about how it made them feel. Ask them to describe the tempo, mood, and dynamics of the music. Then, repeat the same steps for the second song. After making notes on both songs, have students transfer their notes onto the Venn Diagram including notes on mood, dynamics and tempo.
- 4) **Creative Extension (Optional):** Students can draw what they imagined while listening to each piece. They may also write a paragraph about which piece they liked more and why.
- 5) **Class Share-Out:** Volunteers share observations from their notes or Venn diagram. Discuss how music—old or new—can tell stories, express emotions, and connect people across time.

Criteria

Use the criteria below to complete the assignment.

| Criteria | Description |
|---------------------------------|--|
| Described the Mood | Clear explanation of the feelings or emotions shown in each song. |
| Identified Tempo | Accurate observation of how fast or slow each song sounds. |
| Described the Dynamics | Description of volume levels in the music and changes in loudness or softness. |
| Completed the Comparison | Use of a Venn diagram to show both differences and similarities between songs. |
| Shared Musical Opinions | Respectful expression of musical thoughts during discussion. |

Chart

Share your feeling using short phrases or sentences.

| Classical Song Only | Both Songs | Modern Song Only |
|---|---|--|
| How the classical song made you feel: | Things you noticed in <i>both</i> songs | How the modern song made you feel |
| | | |
| Mood, tempo, or dynamics unique to it | Mood, tempo, or dynamics unique to it | Mood, tempo, or dynamics unique to it |
| | | |
| Instruments you heard in the classical song | Any similar instruments or rhythms | Instruments you heard in the modern song |
| | | |

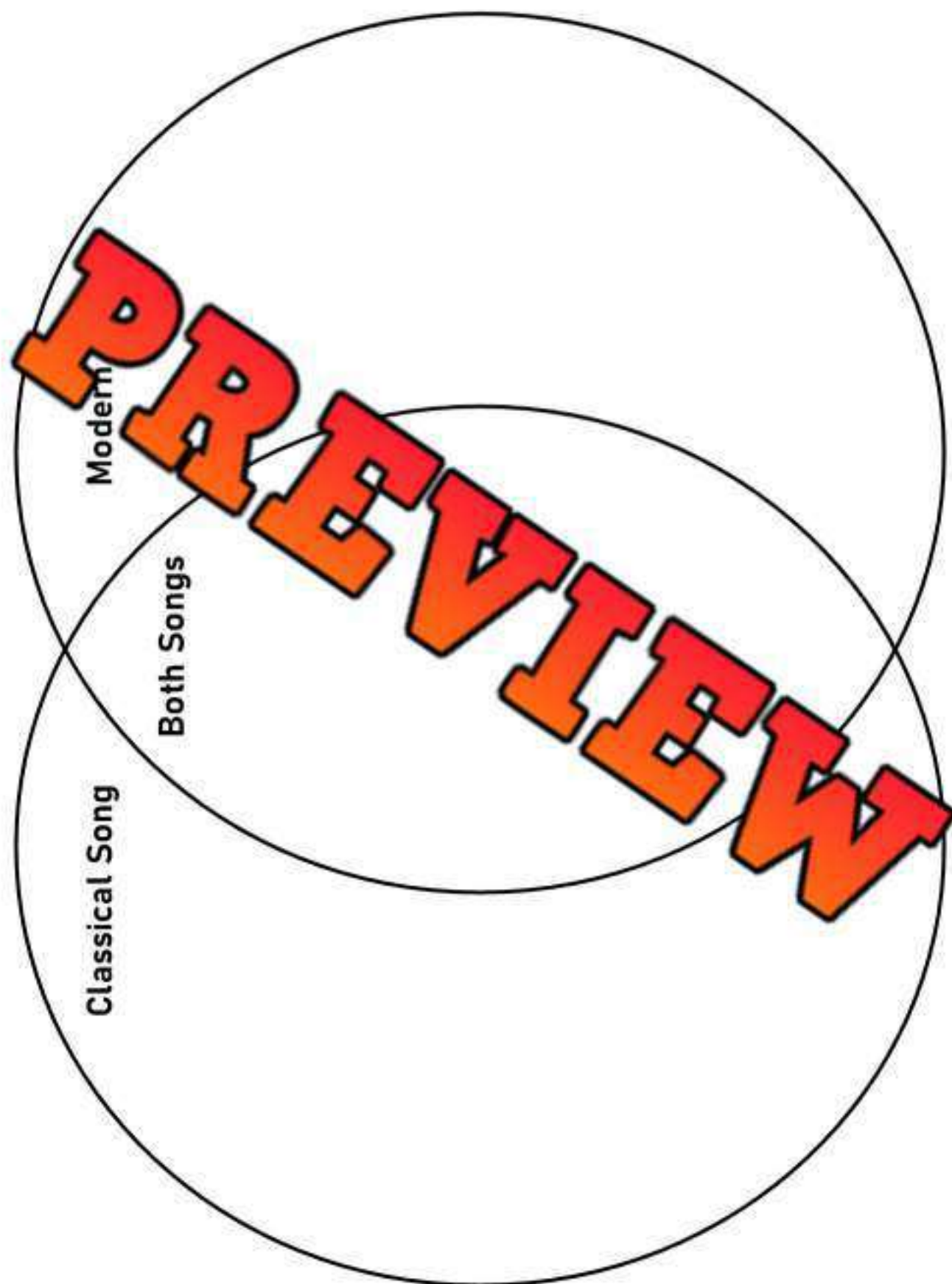
Name: _____

91

Curriculum Connection
C2.1, C3.1

Venn Diagram

Fill in the Venn Diagram with the information from your chart



Reflection

Answer the questions below.

1) What did you learn about the mood, tempo, and dynamics in classical and modern music?

2) Was it hard to find things that were similar in both songs? Explain your answer.

3) Why do you think it's helpful to listen to music from different time periods?

Word Search

Find the words in the wordsearch.

| | | |
|--------|-------|--------|
| Listen | Rap | Music |
| Tempo | Jazz | Dance |
| Rock | Style | Violin |
| Modern | Fast | Beat |

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

Music and Storytelling

Telling Stories Without Words

Music is a powerful way to tell stories—even without using any words. Just like a book or a movie, music can take us on a journey. A song can show how a character feels, what is happening in a scene, or even where a story takes place. Sometimes, we know something exciting is coming just by listening to the music.



How Music Creates Mood

Different sounds help create different moods. For example, slow and gentle music with soft instruments like a piano or violin can make us feel calm or even sad. Fast music with loud drums or sharp notes can make us feel excited, nervous, or scared. Composers use these sounds on purpose to help tell the story of the scene or story.

Matching Music to a Scene

Have you ever watched a movie and noticed how the music changes in important parts? That's because music helps show what's going on. If a hero is running, the music might be quick and strong. If something magical happens, the music might sound light and dreamy. This helps us understand the scene better, even if no one is talking.

Why It Matters

Learning how music tells a story helps us become better listeners. It also shows how sound and emotion work together. When we make music or listen carefully, we can learn how to tell our own stories too—just by using sound.

Questions

Answer the questions below.

1) Explain how the different sounds used in movies help the listener understand what's happening?

2) When we listen to music can tell us that words or pictures sometimes cannot?

3) Explain how music and words can help us feel a story.

True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1) Loud drums and sharp notes usually create a calm and peaceful mood. | True | False |
| 2) Music can tell a story even without using any words. | True | False |
| 3) Listening carefully to music can help us become better storytellers. | True | False |
| 4) Only words can help us understand how a character feels in a story. | True | False |
| 5) Fast music with strong beats usually feels magical and dreamy. | True | False |

Activity: Soundtrack Builders

Objective What are we learning more about?

Students will explore how music can express mood and support storytelling without words. By creating a musical soundtrack for a silent video, students will practise using timbre, mood, and dynamics to match scenes and emotions, developing creative thinking and listening skills.

Materials What do we need for our activity?

- ✓ A short silent video (1–2 minutes)
- ✓ 1 Video player for the group
- ✓ Classroom instruments (e.g., xylophones, drums, triangle, recorders)
- ✓ Paper or journals for writing and drawing



Instructions How do we complete the activity?

- 1) **Watch the Silent Video:** As a class, watch a short silent video clip (e.g., a cartoon or short scene with no sound).
- 2) **Group Formation:** Students will be grouped into small groups. In their groups, students discuss what is happening in the scene. What actions and emotions are shown? What kind of sounds would fit?
- 3) **Planning the Soundtrack:** Each group chooses the instruments or sounds that best match the mood and actions in the video. They also decide what each group member will do to help create the final soundtrack.
- 4) **Practise the Music:** Groups use a video-playing device to watch the video again while they practise their chosen sounds or instruments. They will rehearse how to match the timing, mood, and volume of the music to the actions and emotions in the video to create a soundtrack that fits the story.
- 5) **Perform and Share:** Each group performs their soundtrack live while the silent video plays. Groups explain their sound choices and how their music helps tell the story.
- 6) **Reflect Together:** As a class, talk about how music changed the way the scene felt. What worked well? What could be improved?

Criteria

Use the criteria below to complete the assignment.

| Criteria | Description |
|---|--|
| Matched Sounds to Mood | Selected instruments or sounds that clearly reflect the emotions in the video. |
| Practised with Timing and Dynamics | Rehearsed soundtrack with attention to timing, volume, and musical expression. |
| Contributed to Group | Participated actively and helped the group complete the task. |
| Used Creative Sound Choices | Found interesting or unique ways to represent actions or objects with sound. |
| Explained Sound Choices | Explained sound choices during group sharing and cross-disciplinary connections. |

Tips

Use the tips to enhance your performance.

| Tips | Explanation |
|------------------------------------|--|
| Choose Instruments Wisely | Select sounds that match the mood or action in the video (e.g., drums for tension, bells for happy). |
| Use What's Around You | Try using everyday classroom items (e.g., paper, rulers, books) to create interesting sound effects. |
| Watch the Video Closely | Pay attention to important moments, like changes in action or emotion. |
| Practise as a Group | Rehearse together to make sure the timing and sounds match the video clip. |
| Control Volume and Timing | Make the music louder or softer depending on the scene and stay in sync. |
| Stay Focused and Respectful | Listen to group ideas, take turns, and help each other stay on task. |

Planning

Answer the questions below.

1) What kind of emotions did you see in the video?

2) Which elements or sounds can show those emotions and actions best?

3) How loud or soft should you be at different moments?

4) How will you make sure your group works together to create a soundtrack?

5) Explain how you think your soundtrack helps the audience understand what's happening in the video?

PREVIEW

**Performance
Review Chart**

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

| Category | Detail |
|-------------------|--------|
| Best Moment | |
| | |
| | |
| | |
| | |
| Biggest Challenge | |
| | |
| | |
| | |
| | |
| What I Learned | |
| | |
| | |
| | |
| | |

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|---------------------------------------|--|---|---|---|
| Matched Sounds to Mood | Sounds do not match the video's mood or actions. | Some sounds match the video but not consistently. | Most sounds reflect the mood or actions in the video. | All sounds clearly match and support the emotions and actions in the video. |
| Practised Timing Dynamics | Little attention to timing or dynamics. | Some timing and volume awareness shown. | Good use of timing and volume with minor mistakes. | Strong control of timing and dynamics throughout the soundtrack. |
| Contributed to Group Effort | Did not contribute to group effort. | Helped sometimes but not consistently. | Participated well and supported the group. | Actively contributed and helped lead or support group success. |
| Used Creative Sound Choices | Chose basic or unclear sound effects. | Some creative ideas were used. | Used creative sounds to show mood. | Very creative and unique sounds matched the story in original ways. |
| Explained Soundtrack Decisions | Could not explain sound choices. | Gave a simple reason for sound use. | Explained most sound choices clearly. | Gave clear and thoughtful reasons for all sound choices. |

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Music in Communities

Music Brings People Together

In every part of the world, music helps people feel connected. Whether it's singing with friends, dancing at a festival, or playing in a school band, music gives people a chance to have fun and feel like they belong. It is often a part of family and community celebrations.



Music in Traditions and Ceremonies

Many cultures use music during important events. At weddings, funerals, or naming ceremonies, people use songs and instruments to show love, respect, and honour. Some communities have special songs that are passed down from generation to generation. These traditions help keep stories and history alive.

Music Shows Feelings and Beliefs

Music helps people express feelings that are hard to put into words. A soft melody can show sadness, while a loud drumbeat can show excitement. People can also share beliefs or tell a message. In some communities, music is used to pray, give thanks, or ask for help.

Why It Matters

Learning about music in different communities helps us understand people better. It shows us how music is more than just entertainment. It's a powerful part of life. When we listen to music from other places, we learn to appreciate their culture, their stories, and their way of life.

Multiple Choice

Circle the letter that contains the correct answer.

1) What is one reason some communities pass down songs from generation to generation?

- A. To practise spelling
B. To keep their stories and history alive
C. To teach science facts
D. To win music contests

2) What does learning about music in communities help us do?

- A. Write songs
B. Learn spelling
C. Understand people and their way of life better
D. Travel more easily

Fill In The Blank Fill in the blanks with the correct answer.

- 1) At weddings and other special occasions, people _____ to show love and honour.
2) Some communities have special songs _____ that are passed down through generations.
3) Music is often part of family and community celebrations.
4) Music helps people express feelings that are hard to _____.
5) A soft melody can show _____, while a loud melody can show excitement.

Question

Answer the question below.

Have you ever taken part in a celebration where music was used? What was the event, and how did the music make it more special?

Activity: Music Around Us

Objective What are we learning more about?

Explore how music is used in local and global communities and express your findings through a creative and informative poster.

Materials What do we need for our activity?

- ✓ Construction paper
- ✓ Markers, colored pencils, or crayons
- ✓ Magazine or newspaper (optional)
- ✓ Access to the internet for research
- ✓ Sticky notes for brainstorming



Instructions How do we complete the activity?

- 1) **Learn and Brainstorm:** As a class, begin by discussing the different ways music is used in your community (such as at sports events, school events, festivals, or religious ceremonies). Think about music that is used in traditional ceremonies—like powwows, national anthems, weddings, and religious ceremonies.
- 2) **Research with a Purpose:** Students use the internet to research and gather information about how music is used to bring people together, express beliefs, or celebrate events. Choose 2–3 examples from different cultures or traditions.
- 3) **Plan Your Poster:** Write a short description for each example. You can also include how the music made people feel, what instruments were used, or what the event was like. Use sticky notes to sketch your ideas.
- 4) **Create and Design:** Make a colourful and creative poster that shows your findings. Include images (drawn or cut out), short notes, and any symbols or decorations that match your examples. Be neat and artistic!
- 5) **Share and Present:** Present your poster to the class. Talk about why you chose each example and what you learned about music's role in different communities.

Criteria Use the criteria below to complete the assignment.

| Criteria | Description |
|------------------------------------|---|
| Researched Community Music | Found clear examples of how music is used in local or global communities. |
| Shared Cultural Meaning | Showed how music connects to traditions, beliefs, or community events. |
| Used Clear and Neat | Created a colourful and well-organized poster that is easy to understand. |
| Included Pictures and Words | Combined both pictures and written information to explain musical examples. |
| Presented with Confidence | Spoke clearly and confidently when sharing the poster with others. |

Tips Use the tips to enhance your poster.

| Tip | Description |
|----------------------------------|---|
| Start with Local Examples | Think about how music is used in your school, neighbourhood, or local community events. Start there and then search for other places. |
| Search Using Key Words | When using the internet, search words like "music in ceremonies," "music in sports," or "cultural traditions" to find good information. |
| Use Short Notes | Write short points or phrases on the poster instead of long paragraphs. This makes it easier for others to read. |
| Add Pictures or Symbols | Use drawings, printed images, or symbols that match your research to make the poster colourful and meaningful. |
| Keep it Neat and Clear | Make sure your writing is easy to read, your pictures are well spaced, and everything is glued or placed neatly. |
| Ask Questions If Stuck | If something is confusing, ask a teacher, classmate, or family member to help you understand or explain it. |

Planning

Answer the questions below.

1) What kinds of events or celebrations usually include music?

2) Why do you think people use music during special moments or traditions?

3) Why do you think people use music during special moments or traditions? What are some ways music helps people feel connected or part of a group?

4) How will you organize the layout of your poster so it is easy to read and understand?

5) What message do you want people to understand after looking at your poster?

Rubric

How did you do on the assignment?

| Criteria | (1 point) | (2 points) | (3 points) | (4 points) |
|-----------------------------------|--|---|--|---|
| Researched Community Music | Gave very little or no examples of music in communities. | Gave a basic example of how music is used in one community. | Gave clear examples of how music is used in different communities. | Gave strong and thoughtful examples from both local and global communities. |
| Shared Community Music | Did not explain or use music in communities. | Gave a simple idea about how music connects to events. | Showed how music connects to beliefs or traditions. | Clearly explained deep cultural meaning and made strong connections. |
| Used Clear and Neat Design | Poster was messy, difficult to read. | Poster was somewhat organized. | Poster was neat, colourful, and easy to understand. | Poster was very well-organized, creative, and visually strong. |
| Included Notes and Images | Had few or no notes and no pictures. | Had some notes and some images. | Had clear notes and images. | Combined thoughtful notes and strong visuals to support ideas. |
| Presented with Confidence | Did not speak or was very unclear. | Spoke a little but without much confidence. | Spoke clearly with confidence. | Spoke clearly and confidently, with strong topic knowledge. |

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

World of Instruments

What Is Timbre?

Timbre (say: tam-ber) is what makes each instrument sound different, even when they play the same note.

It is the special quality or "voice" of a sound. For example, a flute sounds smooth and airy, while a drum sounds deep and rhythmic. Timbre helps us feel the mood of the music and imagine the story it tells.



Instruments from Different Cultures

All over the world, people use different instruments to make music. In Africa, the djembe is a hand drum played during celebrations. In India, the sitar is used in classical music and has a twangy sound. In the Caribbean, people play the steel drum, which has a bright, cheerful tone. Indigenous peoples in Canada may use rattles, drums, or flutes in ceremonies to honor traditions and connect with nature.

How Instruments Are Used

Musical instruments are often part of important traditions and events. They are used in weddings, funerals, storytelling, and even to welcome a new season. Music helps people share their history, feelings, and beliefs without using words. Some instruments are passed down through families, keeping the culture alive.

Why It's Important to Learn About World Instruments

When we explore instruments from other cultures, we learn more about people's lives, values, and traditions. We discover that music is a universal language that brings people together. Learning about world instruments also helps us become more open-minded, respectful, and curious about the world.

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Timbre is what makes every instrument sound the same. | True | False |
| 2) People in India play the steel drum in classical music. | True | False |
| 3) Instruments can help people share feelings and beliefs without using words. | True | False |
| 4) The djembe is a hand drum used in African dances and celebrations. | True | False |
| 5) Musical instruments are never used at weddings or funerals. | True | False |

Questions

Answer the questions below.

1) Why do you think instruments are so important during special events like weddings or storytelling?

2) How can learning about instruments from around the world help us respect other cultures?

3) Choose one instrument from the report and explain what it sounds like and when it is played.

Activity: Listen and Discover!

Objective What are we learning more about?

Students will explore the unique sounds (timbre) of cultural instruments from around the world by listening to traditional music examples. They will learn how each instrument adds feeling and meaning to the music and how volume, tempo, and rhythm are used in different cultures.

Material What do we need for our activity?

- ✓ Audio/video of traditional cultural instruments (e.g., tabla, steel drum)
- ✓ Projector or screen for video clips
- ✓ "Timbre & Tradition" worksheet
- ✓ Optional: Printed pictures of instruments for reference



Instructions How do we complete the activity?

- 1) **Get Ready to Listen:** The teacher will play short song performances from different cultures that include traditional instruments. Watch and listen carefully!
- 2) **Use Your Ears and Eyes:** While listening, students will fill out a worksheet that includes items such as:
 - Instruments they hear or see (e.g., drums, sitar, flute, etc.)
 - Volume level (quiet, medium, loud)
 - Tempo (slow, medium, fast)
 - Mood (calm, energetic, joyful, serious)
 - Type of event it might be used in (e.g., festival, ceremony, celebration)
- 3) **Group Chat:** After each clip, students will pair up or form small groups to compare what they checked off and discuss which instruments they noticed, how the music made them feel, and what kind of event the music belongs to.
- 4) **Wrap-Up Reflection:** Volunteer students will share what they learned about music from a culture different from their own.

Criteria Use the criteria below to complete the assignment.

| Criteria | Description |
|---|---|
| Recognized Instrument Timbre | Correctly identified the different sounds (timbres) of cultural instruments heard in the music clips. |
| Used Music Vocabulary | Used terms like "tempo", "dynamics", "melody", and "timbre" accurately in the music clip discussions. |
| Observed with Focus | Paid close attention to both the sounds and visuals in the video clips and responded thoughtfully. |
| Participated in Group Discussion | Shared ideas respectfully and compared checklist responses with others in the group. |
| Reflected on Cultural Use | Described how a particular instrument or sound is used in its cultural context (e.g., celebration, ceremony). |

Checklist

Fill out the checklist according to the instruction.

| Instrument / Sound | Did You Hear It? (✓ or X) | Describe the Timbre (Sound Quality) | Where Was It Used? (If Mentioned or Shown) |
|-----------------------|---------------------------|-------------------------------------|--|
| Steel Drum | | | |
| Djembe | | | |
| Pan Flute | | | |
| Sitar | | | |
| Guitar | | | |
| Voice/Singing | | | |
| Loud/Soft Dynamics | | | |
| Fast/Slow Tempo | | | |
| Other Sounds Noticed: | | | |

Pictures

Show these pictures while students complete the activity

Sitar



Maracas



Jembe



Steel Drum



Didgeridoo



Pan Flute



Oud



Shamisen



Erhu



Bagpipes



Multiple Choice

Which culture uses the instrument?

Optional: Show a picture of the instruments to the class

| Instrument | Question (Which culture uses this instrument?) | Options |
|------------|--|---|
| Sitar | The sitar is a plucked string instrument mainly used in which culture? | A) Indian B) Mexican |
| Djembe | The djembe is a type of drum played in which culture? | A) West African B) Japanese |
| Bagpipes | Bagpipes are most strongly linked with which culture? | A) Scottish B) Chinese |
| Didgeridoo | The didgeridoo is a wind instrument used in which culture? | A) Australian Aboriginal B) Russian |
| Shamisen | The shamisen, a three-stringed instrument, is from which culture? | A) Japanese B) Chinese |
| Pan Flute | The pan flute is traditionally played in which culture? | A) Andean (South American) B) Egyptian |
| Steel Drum | The steel drum, also called a steelpan, comes from which culture? | A) Caribbean B) German |
| Erhu | The erhu, a two-stringed bowed instrument, belongs to which culture? | A) Chinese B) Italian |
| Oud | The oud, a lute-like instrument, is played in which culture? | A) Middle Eastern B) Canadian |
| Maracas | Maracas are rhythm instruments from which culture? | A) Latin American B) Russian |



Workbook Preview



Grade 5 – The Arts Unit

Visual Arts

| | Specific Expectations | Pages |
|------|---|--|
| D1.1 | Create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view. | 6-15, 75-85, 114-119, 129-145, 162-170 |
| D1.2 | Demonstrate an understanding of composition, using selected principles of design to create narrative art works | 6-25, 33-39, 68-74, 107-113, 55 |
| D1.3 | | 8, 99, 61 |
| D1.4 | | 67, 6-74 |
| D2.1 | | 161, |
| D2.2 | | 74, 106 |
| | meaning or understanding. | |
| D2.3 | Demonstrate an understanding of how to read and interpret signs, symbols, and style in artworks. | 58-67 |
| D2.4 | Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art. | 26-39, 75-89, 90-154, 156 |
| D3.1 | Describe how forms and styles of visual and media arts represent various messages and contexts in the past and present. | 107-113 |
| D3.2 | Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places. | 26-32, 86-89, 114-128, 136-154, 156, 162-170 |

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

VISUAL ARTS

PREVIEW

Understanding Colour Contrast In Art

What is colour contrast?

Colour contrast is when two colours next to each other are different. This difference helps artists make certain parts of their artwork stand out. For example, a light colour next to a dark colour can draw attention to that area.



Types of Colour Contrast

Artists use different kinds of colour contrast to make their art more interesting:

- **Contrast of Hue:** This is when colours that are far apart on the colour wheel are used together, like red and green.
- **Light-Dark Contrast:** Using light and dark colours together, such as yellow and black, creates a strong contrast.
- **Warm-Cool Contrast:** Warm colours (like red and orange) are used next to cool colours (like blue and green) to create contrast.



Complementary Colours

Complementary colours are pairs of colours that are opposite each other on the colour wheel. When placed side by side, they make each other look brighter. For example, red and green are complementary colours. Using them together can make a very vibrant artwork.

Notan - Balancing Light and Dark

Notan is a Japanese idea that focuses on the **balance** between light and dark areas in art. By carefully arranging these areas, artists can create harmony and make their work more pleasing to look at.

Questions

Answer the questions below.

1) What is colour contrast, and why do artists use it?

2) Which type of contrast is light and dark colours together?

3) List three primary colours.

Matching

Match the term to the description.

Notan ☐When two colours look very different
to each other.Light-Dark Contrast ☐Using colours that are far apart on the
colour wheel.Contrast of Hue ☐Using light and dark colours to create a
strong effect.Colour Contrast ☐Placing warm colours beside cool
colours to create contrast.Warm-Cool Contrast ☐A Japanese idea that focuses light and
dark areas in an artwork.**Circle**

Circle the correct answer.

1) Which contrast uses colours far apart on the colour wheel?

Hue Contrast

Light-Dark

2) What is the strongest light-dark contrast combination?

Yellow/Black

Green/Blue

3) Which contrast uses warm and cool colours together?

Light-Dark

Warm-Cool

4) What happens when light and dark colours are together?

They blend in

They stand out

5) What does Notan focus on in an artwork?

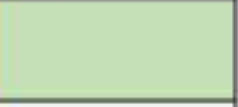
Light & dark

Bright colours

**Contrasting
Colours Worksheet**

Colour the picture using the pairs of contrasting colours provided.
Colour each part of the image with the contrasting colour pairs.

Here are some contrasting colour pairs you can use

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| Black | White | Yellow | Black | Purple | Lime Green |
|  |  |  |  |  |  |
| Red | Green | Pink | Green | Cyan | Red |
|  |  |  |  |  |  |
| Orange | Navy Blue | Yellow | Blue | Red | Grey |



Activity: Black and White Paper House Collage

Objective What are we learning about?

Students will create a black and white Notan-inspired house collage by cutting and flipping shapes to explore light and dark balance in art. In this activity, students will learn how positive and negative spaces interact to create visually striking compositions.

Materials What do we need for the activity?

- Black construction paper
- White paper (cut-out shapes)
- Scissors
- Glue sticks
- Pencils



Instructions How will we complete the activity?

1. **Start with a Plan** - Have students lightly sketch a simple house design on white paper. Encourage them to include details like windows, doors, and chimneys.
2. **Cut Out the House Shape** - Students cut along the outlines, keeping all the pieces intact.
3. **Flip and Arrange** - Instead of discarding the cut-outs, they flip them over and place them outward from the edges, placing them onto black paper to create a balanced composition.
4. **Glue Everything Down** - Once arranged, students glue both the original house and the flipped cut-outs onto the black background.
5. **Add Extra Details (Optional)** - Encourage them to cut additional small shapes (like trees or fences) and apply the same cut-and-flip Notan technique.
6. **Reflect and Share** - Students discuss how light and dark areas work together in their collage and compare different designs with classmates.

How-To-Guide

Here are steps to create a black and white paper house collage.

| | Steps | Description |
|---|--|---|
| 1 | Plan Your Design | Start by lightly sketching a simple house on white paper using a pencil. Make sure you include key details like a door, windows, and a roof. Make sure your design is balanced so that the light and dark areas will work together. |
| 2 | Cut Out The Main House Shape | Carefully cut out the house shape along the pencil lines using scissors. Save the extra white paper pieces because you will use them later. Try to make the edges as smooth as possible, avoiding jagged edges. |
| 3 | Cut Out Additional House Features | Cut out smaller pieces for doors, windows, and roof sections. Save all the pieces, as you will flip and use them to create contrast. Keep everything organized. |
| 4 | Flip And Arrange The Cut Pieces | Take the cut-out pieces and place them outward from the edges of the house onto the black paper. This creates a mirror effect, balancing light and dark spaces. |
| 5 | Check For Balance And Placement | Before gluing, check that the pieces are placed correctly. The white shapes should stand out against the black background, and the design should feel balanced. Adjust anything that looks off. |
| 6 | Glue Everything Down Neatly | Apply a thin layer of glue to the back of each white piece. Press them onto the black paper carefully to avoid smudges. Make sure all edges are flat and secure so nothing lifts or peels during drying. |
| 7 | Add Extra Details For Creativity | If you want, cut out extra elements like trees, fences, or clouds using the same Notan technique—flip and place them to enhance the design. Keep the contrast strong. |
| 8 | Review And Make Final Adjustments | Look over your collage to check for missing pieces or areas that need fixing. Ensure all white areas contrast well with the black background. If needed, gently press everything down again so it stays attached. |

Criteria

Use the criteria below to complete the activity.

| Criteria | Description |
|--|--|
| Creating A Balanced Design | Draw a simple house shape with clear parts like windows, doors, and a roof. Keep the design symmetrical to balance light and dark areas. |
| Cutting Neatly And Smoothly | Use scissors to carefully cut out the house and small details. Keep the edges smooth and avoid ripping the paper. |
| Spacing And Placement | Make sure the flipped pieces are evenly spaced and connected to the background. Check that the design looks balanced and organized. |
| Creating Strong Contrast | Make sure the white paper stands out clearly against the black background. Light and dark areas should be balanced. |
| Adding Extra Details Thoughtfully | When adding trees or other objects, use the same Notan technique to keep the artwork balanced. |

Example

Here is an example of a black and white paper house collage.



Planning

Answer the questions below.

1) What kind of house are you making your collage?

2) How does contrast in your artwork make your house design more interesting?

3) List three types of things you can cut out to make your house more interesting.



4) Which step should you do before gluing?

☐ Flip and arrange them to check the fit☐ Colour them with bright colours☐ Trace them onto another paper☐ Colour them

5) Why should you keep the pieces you cut out for your house?

☐ To throw them away☐ To make sure you have enough of☐ To make sure your house has a roof☐

6) How can you design your house to create a balance between black and white areas?

7) List four important materials you need to complete this activity.



Name: _____

13

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

Rough Copy

Draw the house you plan to create on your black and white paper house collage.

PREVAILED

Peer Assessment




Assess the black and white paper house collage of another student.

| Name Of Student Being Assessed: | | Assessor's Name: | | | |
|---------------------------------------|-----------------------|------------------|----------------|---------------|--|
| _____ | | _____ | | | |
| | 1 - Needs Improvement | 2 - Developing | 3 - Proficient | 4 - Excellent | |
| Creating A Balanced Horizontal Design | | | | | |
| Cutting Carefully And Neatly | | | | | |
| Spacing And Placement | | | | | |
| Creating Strong Contrast | | | | | |
| Adding Extra Details | | | | | |

Two Stars And A Wish

Identify two strengths (stars) and one wish for improvement (wish) about your peers' black and white paper house collage.

Write two strengths and one weakness of your peer's black and white paper house collage.

| | |
|---|-------------------------|
|  | <hr/> <hr/> <hr/> <hr/> |
|  | <hr/> <hr/> <hr/> <hr/> |
|  | <hr/> <hr/> <hr/> <hr/> |

Rubric

How did you do on the activity?

| (Criteria) | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|--|-------------------------------|-------------------------------|---------------------------------|--|
| Creating A Balance House | House lacks parts, no balance | Some details but unbalanced | Mostly clear and balanced | Well-designed, symmetrical, strong balance |
| Cutting Carefully And Neatly | Sharp edges | Some edges uneven, not smooth | Most edges clean, carefully cut | All edges smooth, precise, neat |
| Spacing And Placement | Pieces missing or misplaced | Pieces uneven or misaligned | Mostly organized and aligned | All pieces well-placed, arranged |
| Creating Strong Contrast | White and black blend unclear | Some contrast but not strong | Mostly strong, minor weak areas | Sharp, well-balanced, stands out |
| Adding Extra Details Thoughtfully | No or messy extra details | Some details but unbalanced | Shows Notan, mostly balanced | Well-planned, creative, balanced |

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

Questions

Answer the questions below.

1) What is typography?

2) List three places typography is used every day.

Fill In The Blank

Fill in the blank with the correct answer.

1) Typography is the art of _____ and text.

2) Typography helps make text look _____ and easier to read.

3) Large, bold letters can make words more _____.

4) A _____ font does not have extra strokes at the end.

5) Fonts with small lines or strokes at the ends are called _____ fonts.

Word Search

Find the words in the word search.

| | |
|------------|---------|
| Typography | Design |
| Fonts | Emotion |
| Readable | Display |
| Spacing | Style |
| Bold | Text |

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

**Bubble Letters
Worksheet**

Write your name in regular letters. Then, follow the steps to turn them into bubble letters. Add highlights, shadows, and outlines.

How to draw Bubble Letters

1) Write the letters

ART

2) Draw around the letters with curved lines

ART

3) Add your highlights on the letters

ART

4) Add a shadow

ART

Outline all of letters in one bubble

ART

6) Add a second bubble

ART

by colour bubble

ART

Activity: 3D Name Typography Art

Objective What are we learning about?

Students will learn about typography, perspective, and shading techniques to create the illusion of 3D. They will develop an understanding of how light and shadow affect shapes, making their names appear as if they are popping off the page.

Materials What will we need for the activity?

- White drawing paper
- Pencils and erasers
- Rulers and scissors
- Black markers or fine liners
- Coloured pencils or pastels



Instructions How will we complete the activity?

1. Write your name in large block letters across the paper with a pencil. Make sure the letters are evenly spaced.
2. Use a ruler to add depth to each letter by drawing diagonal lines from the corners, all going in the same direction.
3. Connect the diagonal lines with straight lines to complete the 3D effect.
4. Decide where your light source is coming from and shade the side of each letter with a pencil to create shadows.
5. Use darker shading closer to the edges and lighter shading towards the center to blend smoothly.
6. Outline the letters with a black marker to make them stand out.
7. Add colour to your design using coloured pencils or pastels, making sure to keep the shading effect visible.
8. Review your work and make any final adjustments before displaying your 3D name art.

How-To-Guide

Here are the steps to create a 3D name typography artwork

| Steps | Description |
|--|---|
| 1 Writing Block Letters | Start by writing your name in large block letters across the paper using a pencil. Keep each letter evenly spaced and make sure they are tall enough to add depth later. The letters should be clear and easy to read before moving to the next step. |
| 2 Drawing Depth Lines With A Ruler | Draw diagonal lines at the corners of each letter and draw diagonal lines across the letters in the same direction. Keep the lines straight and of equal length to create a consistent 3D effect. |
| 3 Connecting Depth Lines For 3D Effect | Use a ruler to connect the diagonal depth lines with straight lines, completing the back edges of the letters. Make sure all lines meet correctly to form solid 3D shapes. |
| 4 Choosing A Light Source For Shading | Decide where the light source is coming from. The side facing away from the light source should be shaded. This helps create shadows that make your letters look like they are popping out. |
| 5 Adding Shading To Create Depth | Use a pencil to shade the areas opposite your light source. Apply darker shading near the edges and make it lighter as you move toward the middle. |
| 6 Outlining The Letters For Boldness | Go over the edges of your block letters with a black marker or fine liner to make them stand out. Be careful to follow the lines closely and keep your strokes smooth. |
| 7 Cutting The Top Edge Of The Paper | Use scissors to carefully cut around the top edges of the letters. Leave the bottom of the paper uncut so the letters stay attached. This makes the letters look like they are popping out. |
| 8 Adding Colour To The Design | Choose colours that complement your design and apply them carefully. Make sure to blend the colours smoothly and keep the shading visible. |

Criteria Use the criteria below to complete the activity.

| Criteria | Description |
|-------------------------------|--|
| Drawing Block Letters | Write your name in large block letters with even spacing so that all letters are clear and easy to read. |
| Using Depth Lines | Draw diagonal lines from the corners of each letter using a ruler to make them look 3D and realistic. |
| Connecting Depth Lines | Make sure all depth lines are connected properly to complete the letters without gaps or mistakes. |
| Blending The Shading | Use different shades of shading (dark to light) to make the letters look realistic. |
| Outlining For Boldness | Go over the letters with a black marker to make them stand out and keep the edges clean. |

Example Here is an example of a 3D typography artwork

Planning

Answer the questions below.

1) What is the name you will write for your 3D typography art?

2) Why is shading important in making your letters look 3D?

3) List three steps you should do before adding colour.



4) Where should the shading be the darkest?

☐ On top of the letters☐ On the side facing the light☐ On the side away from the light☐ In the middle of the letters

5) What tool should you use to draw straight guidelines?

☐ Scissors☐ Ruler☐ Glue

6) List four materials you will use to create your 3D name art.



7) What do you think will be the hardest part of this activity? Why?

Name: _____

23

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

Rough Copy

Practice drawing your name in block letters in the space below.

PERVAIZ

Peer Assessment

Mark your classmates using the checklist below.

My Name _____

Who I Am Assessing _____

| Criteria | Description | Stars (1: Worst, 5: Best) |
|-------------------------|---|------------------------------|
| Draw Block Letters | The name is written in large block letters with even spacing. Clear and easy to read. | ☆☆☆☆☆ |
| Using A Ruler For Depth | Lines from the corners of each letter are drawn with a ruler to make them look 3D and deep. | ☆☆☆☆☆ |
| Connecting Depth Lines | All depth lines are connected to complete the 3D effect. No mistakes. | ☆☆☆☆☆ |
| Blending The Shading | The shading is smooth and blends from dark to light, making the letters look realistic and natural. | ☆☆☆☆☆ |
| Outlining For Boldness | The letters are outlined with a black marker, making them stand out and look bold and clean. | ☆☆☆☆☆ |

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

Learn

Learn

Question

Rubric

How did you do on the activity?

| (Criteria) | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|--------------------------------|-----------------------------------|--|---|--|
| Drawing Block Letters | Letters are not block-shaped | Letters are blocky but uneven | Letters are mostly even and clear | Letters are neat, even, and well-spaced |
| Using A Ruler For Depth | Depth lines are not straight | Some lines are there but uneven | Most lines are straight and neat | All lines are straight and create depth |
| Connecting Depth Lines | Depth lines do not connect | Depth lines are there but gaps between | Most lines connect well | All lines connect for a strong 3D effect |
| Blending The Shading | No shading or very random shading | Shading is uneven and not blended | Shading mostly matches the light source | Smooth shading creates a great 3D look |
| Outlining For Boldness | No outlining or very messy lines | Outlining is shaky or broken | Outlining is smooth and bold | Clean, bold outlining makes letters pop |

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Activity: My Family Digital Montage

Objective What are we learning about?

Students will create a digital montage using family photos and creative design elements to visually tell their family and special memories. This activity will help students develop digital literacy, creative storytelling skills, and an appreciation for family history.

Materials What do we need for the activity?

- Computer or tablet with internet access
- Digital images from home
- Image editing tool (Canva, Google Slides, PowerPoint)
- Internet or USB storage (to transfer files)



Instructions How will we complete the activity?

1. Ask students to collect and bring digital images that represent their family and important memories. These could include family portraits, vacations, and more.
2. Open an image editing tool, such as Canva, Google Slides, or PowerPoint.
3. Guide students to upload their images into the program and arrange them in a visually appealing way. They can resize, rotate, or add images for a creative look.
4. Encourage students to add design elements such as borders, text boxes, or shapes to enhance their montage.
5. Have students include short text descriptions next to some images to explain their significance. They can add their family name, a meaningful quote, or a memory.
6. Allow time for students to experiment with different colours, fonts, and styles to make their montage unique.
7. Once finished, have students save their final work and prepare to share it with the class.
8. Each student will present their digital montage, explaining how the images represent their family story.

How-To-Guide

Here are steps to create you family digital montage

| Steps | Description |
|-------|--|
| 1 | Choose Your Photos Look through your digital photos and pick ones that show special memories with your family. Choose pictures of family events, vacations, and important moments that tell your family's story. |
| 2 | Open Your Editing Program Open a program like Canva, Google Slides, or PowerPoint on your computer or tablet. Make a new blank project so you have space to work and arrange your family pictures. |
| 3 | Upload And Arrange Pictures Click the upload button to bring your photos into the program. Move the pictures around the screen and arrange them in a way that looks nice and tells your family's story for your digital montage. |
| 4 | Resize And Layer Your Images Click on each picture to resize it so they all fit well together. Make some images bigger and layer others behind to create depth in your montage. |
| 5 | Add Fun Decorations Use stickers, frames, or shapes to decorate your pictures. Be creative, but make sure your decorations do not cover important details in your photos. |
| 6 | Include Short Descriptions Write short descriptions next to some pictures to explain why they are special. Use simple sentences so others can understand what each photo means to your family. |
| 7 | Pick Colours And Fonts Pick background colours and fonts that make your montage look nice. Make sure the text is easy to read and that the colours match the theme of your project. |
| 8 | Save And Share Your Work Check your montage to make sure everything looks good. When you are happy with it, save your work and be ready to share it with your classmates in a presentation. |

Criteria Use the criteria below to complete the activity

| Criteria | Description |
|------------------------------------|--|
| Choose Special Images | Pick family photos that show special memories, events, or important people in your life. Make sure the pictures tell a story. |
| Organize Pictures | Arrange your pictures in a way that looks balanced and interesting. Put larger pictures in important spots and smaller ones around. |
| Using Digital Editing Tools | Use resizing, cropping, and layering to adjust pictures. Make sure all images fit well together and are not stretched or blurry. |
| Adding Creative Decorations | Use stickers, frames, or shapes to decorate your montage. These decorations should match your family's story and not make it look too crowded. |
| Including Descriptive Text | Write a short sentence in each picture. Write clear and simple sentences that tell why the picture is special. |

Example Here is an example of a digital family montage.

Planning

Answer the questions below.

1) What is one special moment in your family that you want to show?

| |
|--|
| |
| |
| |

2) Describe the four _____ you will use in your montage.

| |
|---|
| ➤ |
| |
| ➤ |
| |
| ➤ |
| |
| ➤ |
| |

3) What is the first thing you should do _____ your montage?

| | |
|---|---|
| <input type="checkbox"/> Use only one big picture | <input type="checkbox"/> Add _____ first |
| <input type="checkbox"/> Pick family pictures | <input type="checkbox"/> _____ at backgrounds |

4) How should you arrange pictures in your montage?

| | |
|--|---|
| <input type="checkbox"/> To throw them away | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Covering all the text | <input type="checkbox"/> With _____ spacing |

5) What decorations will you use to make your montage unique?

| |
|--|
| |
| |
| |

6) Name four text decorations you can add to your montage.

| | |
|---|---|
| ➤ | ➤ |
| | |
| ➤ | ➤ |
| | |

Name: _____

46

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

Rough Copy

Draw the arrangement you plan to use in your family digital montage.

PERVALEZ

**Peer
Feedback**

Look at your partner's digital family montage carefully. Use the checklist below to give them feedback.

1) Your Partner's Name: _____**2) Choosing Interesting Images:**

- ☐ Do the pictures show special memories or important family moments?
- ☐ Are the pictures placed in a balanced and organized way?

3) Using Digital Tools:

- ☐ Are the pictures clear, not blurry or stretched?
- ☐ Did your partner use sizing, cropping, or layering well?

4) Adding Decorations and Text:

- ☐ Do the decorations make it creative without making it messy?
- ☐ Is there text that explains the pictures in a simple and clear way?

5) Colours and Overall Presentation:

- ☐ Do the colours and fonts match the theme and make the montage easy to read?
- ☐ Is the montage neat, creative, and well-organized?

6) Something I liked about your Digital Family Montage:

7) Something you could change or improve:

Your Signature: _____ Date: _____

Rubric

How did you do on the activity?

| (Criteria) | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|------------------------------------|-----------------------------------|--|--------------------------------------|-------------------------------------|
| Choose Special Images | No or no pictures | Some pictures, but no clear story | Most pictures show special memories | All pictures tell a clear story |
| Organizing The Layout | Pictures are not well placed | Some pictures placed well, others not | Neat layout with small mistakes | Balanced, creative, and neat layout |
| Using Digital Editing Tools | Editing, but images are not clear | Some edits, but images need more editing | Good edits, but a few unclear images | Great edits, all images are clear |
| Adding Creative Decorations | No or too many decorations | Some decorations, but not well matched | Decorations match the theme well | Decorations make it unique |
| Including Descriptive Text | No text or unclear labels | Some text, but not fully clear | Text explains pictures well | Text fully explains all pictures |

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

Activity: Mother's Day Bouquet Of Love

Objective What are we learning about?

Students will create a meaningful Mother's Day bouquet by designing paper flowers with heartfelt messages and assembling them into a beautiful folded paper bouquet.

Materials What will we need for the activity?

- Coloured paper (for flowers and bouquet wrappers)
- Markers or colour pencils
- Scissors
- Pencil or ruler

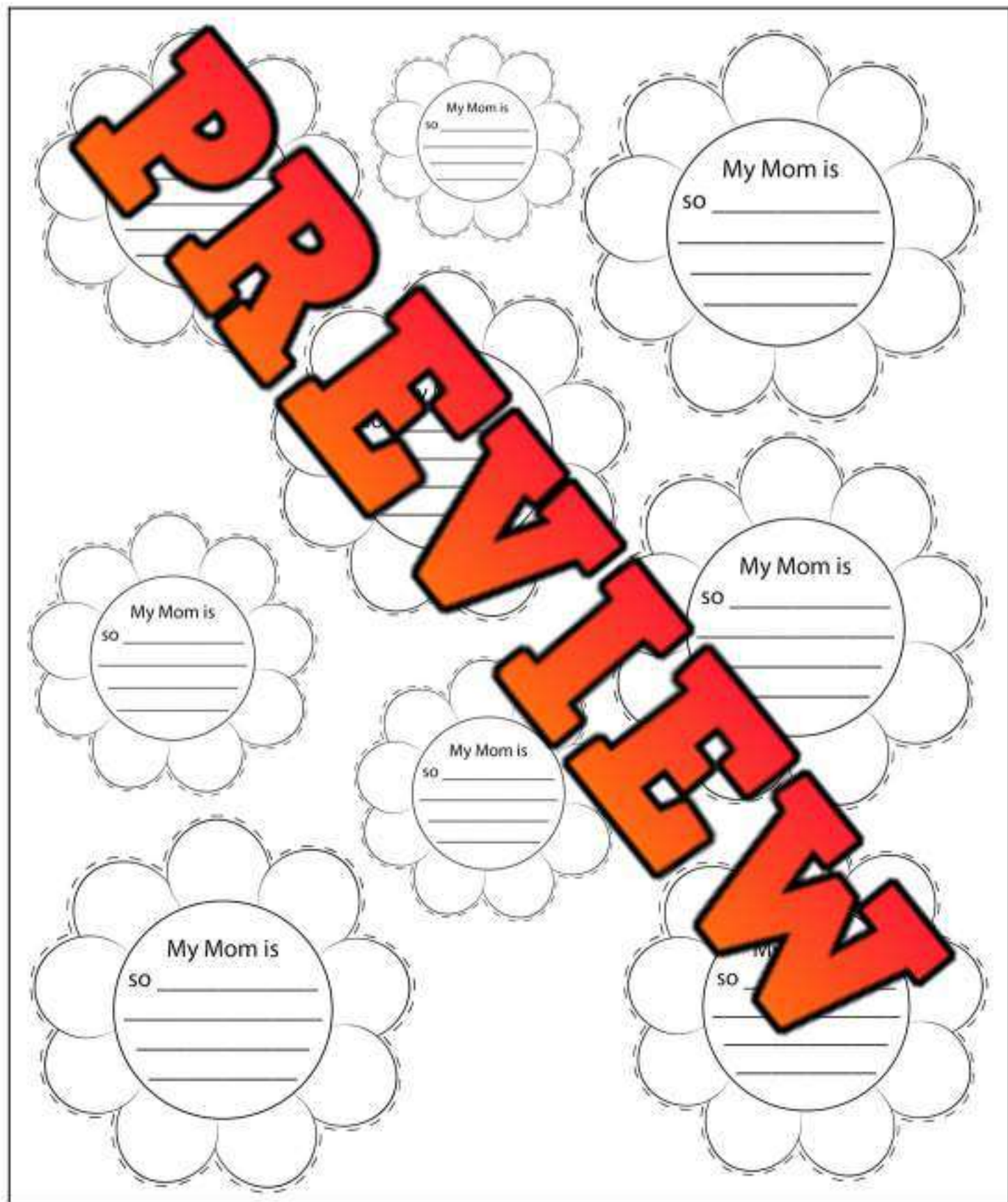


Instructions How will we complete the activity?

1. Select coloured paper for flower stems, ensuring a variety of bright, cheerful colours to create an eye-catching bouquet.
2. Draw and carefully cut out five to seven flower heads, each approximately the size of your palm, using different colours.
3. Cut out long, the provided stem paper, making sure the paper is long enough to hold the flowers.
4. Write heartfelt messages on each flower, expressing appreciation and love for your mother or another special person in your life.
5. Secure each flower to a stem using glue or tape, ensuring the attachment is strong so flowers do not fall off.
6. Fold a large piece of coloured paper into a cone shape to make the bouquet holder, then secure it with glue or tape.
7. Arrange the flowers inside the bouquet cone so that all messages remain visible, adjusting placement for a balanced, beautiful look.
8. Decorate the bouquet wrapper with drawn patterns, stickers, hearts, or creative designs to make it more personal and visually appealing.
9. Write a heartfelt message, such as "My Mom is so great!" or "My Mom is fantastic, I love you!" on the front of the flowers.

Flowers

Choose any flowers, cut them out, and use them in your bouquet



How-To-Guide

Here are steps to create a Mother's Day bouquet of love.

| Steps | Description |
|--|--|
| 1 Gather Materials | Collect coloured paper, scissors, markers, glue, a pencil, and a ruler before starting. Having everything ready will make the activity easier and you stay organized while working on your bouquet. |
| 2 Draw And Cut Out Flowers | Use markers to draw five to seven different flowers on coloured paper. Each flower is large enough to write on. Carefully cut along the outlines, keeping the edges smooth and neat for a clean look. |
| 3 Make The Flower Stems | Using thin strips of green paper to create the flower stems. Each stem should be long enough to hold its flower without bending. Try to keep the stems straight and of similar length for balance. |
| 4 Write Heartfelt Messages | On each flower, write a thoughtful message for your mother or another special person. Make sure your words are clear and easy to read. Use neat handwriting. The messages look nice and meaningful. |
| 5 Attach Flowers To Stems | Use glue or tape to attach each flower to a green paper stem. Press firmly for a few seconds to ensure they stay in place. Check that all flowers are secure before moving on to the next step. |
| 6 Fold The Bouquet Wrapper | Take a large piece of coloured paper and fold it into a cone shape to hold the flowers. The top should be wide, and the bottom should be narrow. Secure the edges with glue or tape so they stay together. |
| 7 Arrange The Flowers Inside | Carefully place the flowers inside the bouquet wrapper. Spread them out evenly so all messages are easy to see. Adjust the flowers to make the bouquet look full and balanced. |
| 8 Secure The Bouquet Shape | Use glue or tape to keep the bouquet wrapper firmly closed. Make sure the flowers stay inside and do not slide out. |
| 9 Add Decorative Details | Use markers or coloured pencils to decorate the wrapper with creative patterns, hearts, or designs. Add extra details to make your bouquet unique and more personal. This will make your gift even more special. |

Criteria

Use the criteria below to complete the activity.

| Criteria | Description |
|----------------------|---|
| Neat Cutting | Cut out flowers and stems carefully with smooth edges and no jagged lines. |
| Heartfelt Messages | Write kind and meaningful messages on each flower to show appreciation and love. |
| Strong Assembly | Attach the flowers securely to the stems and make sure they do not fall off. |
| Folding The Bouquet | Fold the coloured paper properly to create a cone-shaped bouquet and holds all the flowers neatly. |
| Balanced Arrangement | Arrange the flowers inside the bouquet evenly so that all messages are visible. The bouquet looks full. |

Example

Here is an example of a Mother's Day bouquet of love



Planning

Answer the questions below

1) Who will you give your bouquet to, and why do they deserve it?

| |
|--|
| |
| |
| |

2) Write four kind messages you can put on your flowers.

| |
|---|
| ➤ |
| |
| ➤ |
| |
| ➤ |
| |
| ➤ |
| |

3) What should you do before cutting?

☐ Draw them with a pencil☐ Colour them first☐ Fold them into shapes☐ Glue them to the paper

4) Why is it important to space out the flowers in the bouquet?

☐ To fit fewer flowers inside☐ To make the messages are visible☐ To make the bouquet messy☐ To make the flowers look nice

5) What extra decorations can you add to make your bouquet unique and personal?

| |
|--|
| |
| |
| |

6) List four colours you will use in your bouquet and explain why.

| | |
|---|--|
| ➤ | |
| | |
| ➤ | |
| | |

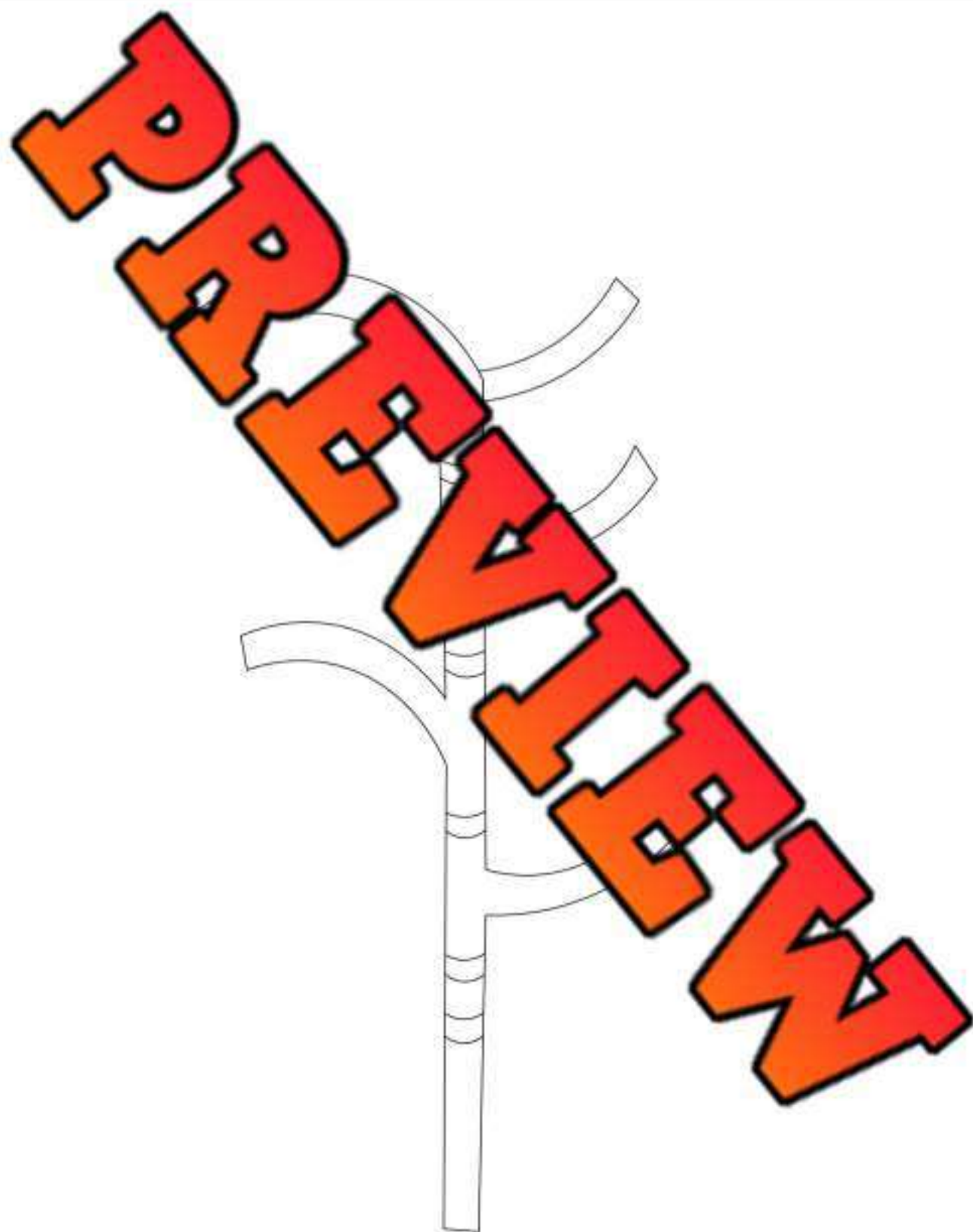
Name: _____

54

Curriculum Connection
D1.4, D2.1, D2.2

Rough Copy

Sketch how you will arrange your flowers on the flower stem below.



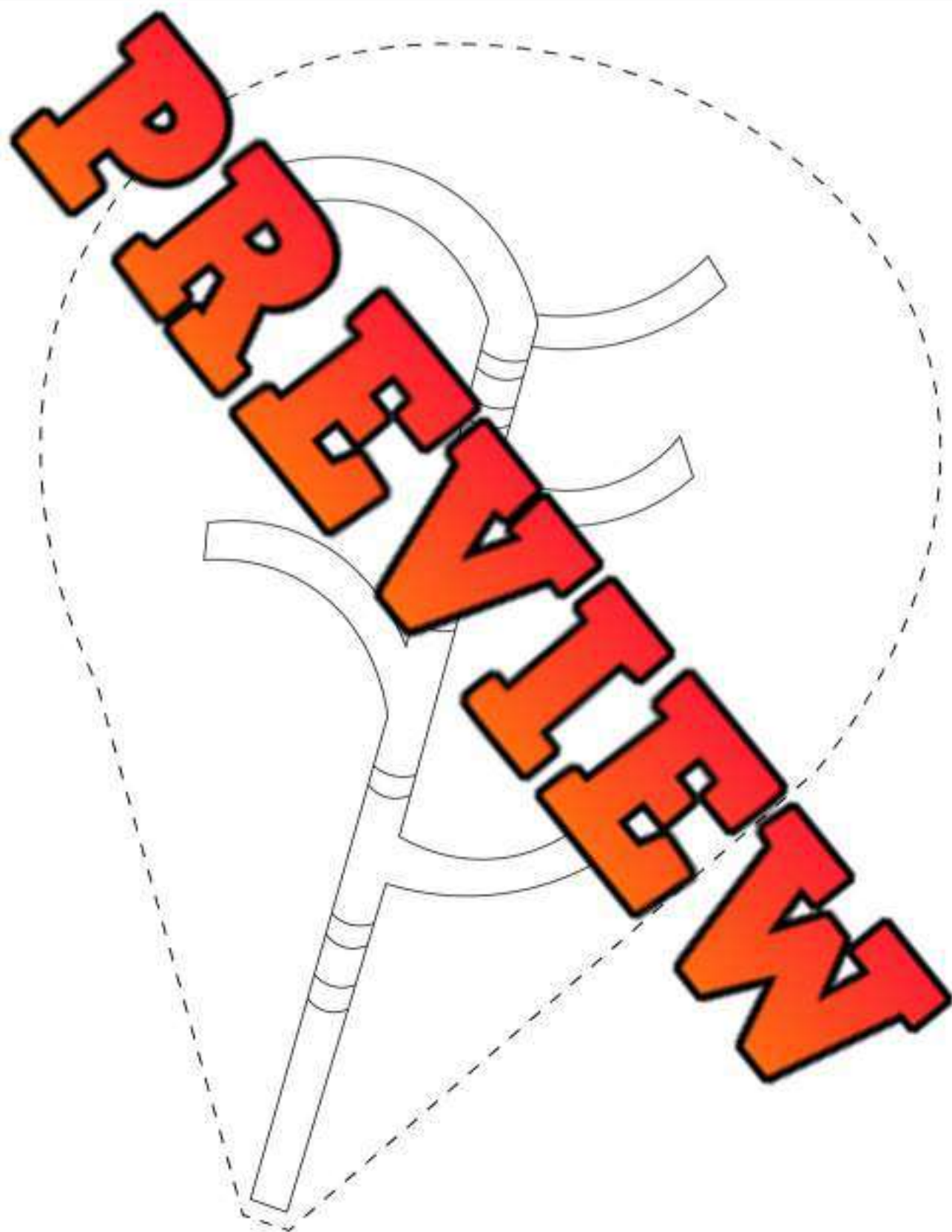
Name: _____

55

Curriculum Connection
D1.4, D2.1, D2.2

Stem

Cut out the stem on the line, glue flowers on it, then attach it to your bouquet.



Reflection

Answer the questions below.

1) Describe one detail in your Mother's Day bouquet of love that you are especially proud of. Why do you think it looked good?

2) Describe 3 challenges you faced in drawing your Mother's Day bouquet of love. How did you overcome these challenges?

Challenge**How You Overcame The Challenge**

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

| (Criteria) | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|-----------------------------|--|---|--|--|
| Neat Cut | Shapes are uneven, with rough edges | Some edges are smooth, but some are rough | Most edges are smooth and neat | All edges are cut cleanly and evenly |
| Heartfelt Messages | Some messages, but not very meaningful | Some messages, but not very meaningful | Messages are clear and thoughtful | Messages are creative and heartfelt |
| Strong Assembly | Flowers are loose or fall apart | Some flowers are attached but not strong | Flowers are mostly secure | All flowers are well-attached and neat |
| Folding The Bouquet | Paper is crumpled, bouquet falls apart | Fold is uneven | Bouquet is folded neatly and holds flowers | Fold is even, strong, and holds flowers well |
| Balanced Arrangement | Flowers are placed randomly, messages hidden | Flowers are visible, but unevenly spaced | Flowers are mostly balanced | Flowers are well-arranged, all messages show |

| |
|-------------------------|
| Teacher Comments |
| |
| |
| |
| |
| |

| |
|-------------|
| Mark |
| |

| |
|---|
| Student Comments - What Could You Do Better? |
| |
| |
| |
| |
| |

Understanding Emphasis In Art

What Is Emphasis In Art?

Emphasis is when an artist makes one part of the artwork stand out more than the rest. This helps guide the viewer's eye to the most important part of the picture. Artists use emphasis to tell a story or show something that people should notice first.



How Do Artists Create Emphasis?

There are many ways an artist can make something stand out in their artwork. Some of the most common techniques are:

- **Contrast** – Using light and dark colors next to each other makes a part of the artwork **pop**. For example, a bright yellow sun in a dark blue sky stands out.
- **Size** – Making an object bigger than the others draws attention to it. A huge tree in a forest painting will be noticed first.
- **Placement** – Putting an object in the center or an important spot makes it stand out. If a person is in the middle of a painting, people's eyes go there first.
- **Colour** – Using a bright colour on a dull background makes it noticeable. A red flower in a green field catches the eye.
- **Detail** – Adding more details to one part of an artwork makes it stand out. If one butterfly has patterns and the others are plain, people will look at the detailed one.



Why Is Emphasis Important?

Emphasis helps artists share their message clearly. Without it, all parts of an artwork would look the same, and nothing would stand out. Many famous artists, like Vincent van Gogh, used emphasis to make their artwork more powerful and interesting.

Questions

Answer the questions below.

1) Name two ways artists create emphasis in a painting.

➤ _____
_____➤ _____

2) How does a _____ to create emphasis?

_____**True Or False**

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Emphasis in art means making everything in a work equal. | True | False |
| 2) An artist can use detail to make one part stand out. | True | False |
| 3) Artists use only one method at a time to create emphasis. | True | False |
| 4) Size is not an important way to create emphasis in a painting. | True | False |
| 5) Putting a dark shape on a light background creates strong contrast. | True | False |

Word Search

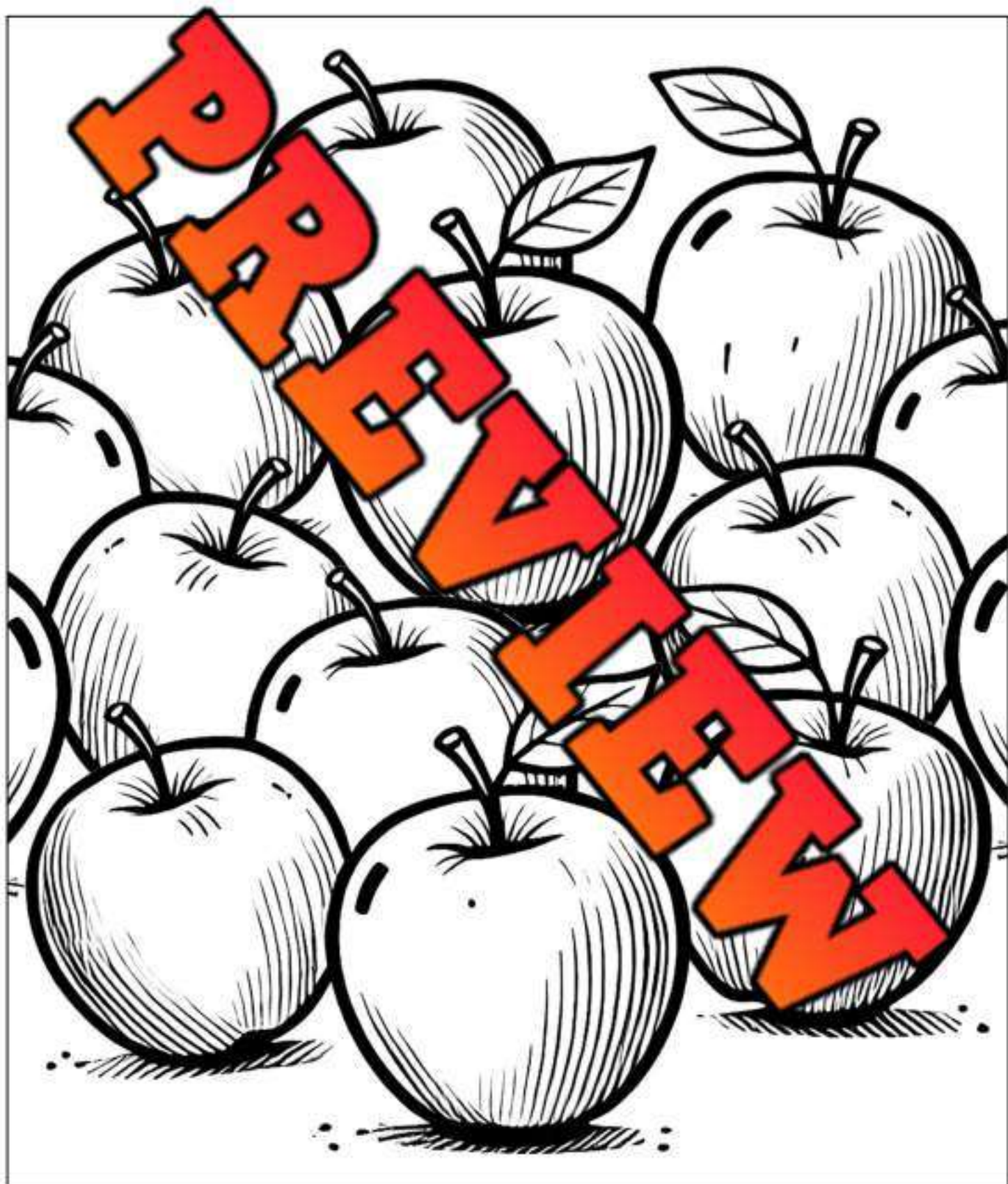
Find the words in the word search.

| | |
|-----------|-----------|
| Emphasis | Contrast |
| Detail | Colour |
| Bright | Highlight |
| Standout | Attention |
| Placement | Important |

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

**Emphasis In Art
Worksheet**

Choose one apple and colour it with a bright, unique colour to make it stand out. Use contrast and bold shades to create a colour emphasis.



Activity: Emphasis On Bright Animals At Night

Objective What are we learning about?

Students will learn to create emphasis in art by using colour and size. They will draw a night scene and add a brightly coloured animal to stand out in the scene.

Materials What do we need for the activity?

- Black construction paper
- White drawing paper
- Pencils and erasers
- Coloured pencils or oil pastels
- White pencil crayons or markers
- Scissors and glue sticks



Instructions How will we complete the activity?

1. Take a sheet of black construction paper and use a pencil to lightly sketch a night landscape. You can include mountains, trees, a river, or a city skyline.
2. Use coloured pencils or oil pastels in dark shades like blue, purple, and grey to add details to your night scene. Make sure the colours blend into the black background.
3. On a separate white piece of paper, draw your favourite animal. Make it large and give it bright colours like red, yellow, or orange to make it stand out.
4. Carefully colour your animal using bright shades. Add patterns or details to make it look more interesting.
5. Cut out your brightly coloured animal neatly with scissors.
6. Glue your animal onto your night scene in a place where it stands out the most.
7. Look at your artwork and make sure your animal is the brightest and most eye-catching part of the scene.
8. Once finished, share your artwork with your classmates and explain how you used colour and size to create emphasis.

How-To-Guide Here are steps to create an emphasized animal in a night landscape.

| Steps | Description |
|---|--|
| 1 Sketch Your Night Scene | Use a white pencil to lightly draw a night scene on black paper. Include trees, mountains, or a river. Leave space where your bright animal will go later. |
| 2 Add Colour and Shading | Use shades like blue and purple to colour the night scene. Blend the colours to create smooth shadows and make the background look more realistic. |
| 3 Draw Your Animal On White Paper | On a separate sheet, draw a large animal of your choice. Add details like fur or scales to make it look interesting and stand out. |
| 4 Choose Bright Colours | Pick bright colours like yellow, or orange to colour your animal. These shades will contrast with the dark background to create emphasis. |
| 5 Colour Your Animal Neatly | Fill in your animal using colour pencils or oil pastels. Use light pressure to blend shades gently and add shadows to make it look more real. |
| 6 Cut Out Your Animal Carefully | Use scissors to neatly cut around the animal. Follow the edges closely and try not to leave rough edges. Neat cuts will make it look messy. |
| 7 Place Your Animal On The Scene | Try different spots on the background to see where the animal stands out best. Avoid placing it near edges or other objects. |
| 8 Glue The Animal In Place | Apply glue evenly to the back of your animal. Press it onto your night scene, making sure it is flat and secure without extra glue showing. |
| 9 Add Small Details | Draw extra elements like stars, the moon, or plants to complete your background. Small details will make your night scene look more finished. |

Criteria

Use the criteria below to complete the activity.

| Criteria | Description |
|-----------------------------------|---|
| Creating A Night Landscape | Use a white pencil to lightly sketch trees, or a river on black paper. Shading with colours like blue and purple to show it is nighttime. |
| Using Colours | Use bright colours for your animal that stand out against the dark background. Make sure the colours do not blend into the night scene. |
| Drawing A Large Animal | Make your animal big so it becomes the focus of the artwork. Include details like scales, or feathers to make it look realistic. |
| Neatly Cutting And Gluing | Cut out your animal carefully along the edges. Use enough glue to hold it to your background without making a mess. |
| Place The Animal | Place your animal in a spot where it draws attention. Avoid placing it in a corner or near the edges of the paper. |

Example

Here is an example of an enlarged animal in a night landscape.



Planning

Answer the questions below.

1) What animal will you draw for your artwork, and why did you choose it?

| |
|--|
| |
| |
| |

2) What colours will you use for your animal to make it stand out?

| | |
|---|---|
| ➤ | ➤ |
| | |
| ➤ | ➤ |

3) Describe what kind of background you will use for your drawing.

| |
|--|
| |
| |
| |

4) Where should you place your animal to make it the most interesting?

- | | |
|---|--|
| <input type="checkbox"/> Right on the edge of the background | <input type="checkbox"/> Behind the trees or mountains |
| <input type="checkbox"/> In the middle or a place where it stands out | <input type="checkbox"/> In the corner of the paper |

5) What should you do before gluing your animal to the background?

- | | |
|---|---|
| <input type="checkbox"/> Colour both sides of the paper | <input type="checkbox"/> Choose a place where it looks good |
| <input type="checkbox"/> Use as much glue as possible | <input type="checkbox"/> Crumple the paper to give it texture |

6) List four major steps you will follow to create your animal illustration.

| |
|---|
| ➤ |
| |
| ➤ |
| |
| ➤ |
| |
| ➤ |
| |

Name: _____

65

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

Rough Copy

Draw an outline of the animal you will create.

PERVALEZ

Class Gallery Walk

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

1

2

3

I Am Proud Because...

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

Next Time I Will Improve By...

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

Rubric

How did you do on the activity?

| (Criteria) | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|-----------------------------------|-------------------------------------|---------------------------------------|--|--|
| Creating A Night Landscape | Scene is unclear | Some parts missing or little shading | Scene is clear with some shading | Well-shaded, detailed night scene |
| Using Colour Contrast | Some bright colours, but not strong | Mostly bright and stands out | Very bright, strong contrast with background | |
| Drawing A Large Animal | Small, not the main focus | Medium-sized, noticeable in the scene | Big and noticeable in the scene | Large, detailed, and is the main focus |
| Neatly Cutting And Gluing | Messy cut, glue marks | Mostly smooth edges | Neat with little mess | Smooth edges, clean and well-glued |
| Place The Animal | Poor placement, not seen well | Placement is okay but weak | Well placed and noticeable | Best spot, strong emphasis |

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Exploring Geometric Art

What is Geometric Art?

Geometric art is a type of artwork that uses shapes like squares, triangles, and rectangles to create patterns and designs. This kind of art has been used for thousands of years, from ancient mosaics to modern digital designs. Geometric art is often found in paintings, sculptures, architecture, and even clothing.



Where is Geometric Art Found?

Geometric art appears in many cultures around the world. The **Ancient Greeks** used geometric patterns on pottery and buildings. **Islamic art** features detailed geometric designs in mosques and palaces. **Native American art**, such as that of the Métis and Anishinaabe peoples in Canada, often includes geometric patterns in beadwork and symbols. Today, geometric art is also used in video games and digital illustrations.

Important Features of Geometric Art

- 1) **Symmetry:** Many geometric artworks are balanced, meaning both sides are the same.
- 2) **Repetition:** Shapes and patterns are repeated to create a rhythm in the work.
- 3) **Precision:** The shapes in geometric art are usually drawn very carefully to be exact.
- 4) **Contrast:** Artists use different colours and sizes of shapes to make the work stand out.

Famous Geometric Artists

Many artists have used geometric art in their work. **Piet Mondrian** is famous for his paintings with squares and rectangles filled with primary colours. **Victor Vasarely** created optical illusion art using geometric patterns. **Frank Lloyd Wright**, a famous architect, designed buildings with geometric patterns in their windows and walls.

Question

Answer the questions below.

1) What is geometric art?

2) List 4 shapes used in geometric art.

**Word Scramble**

Unscramble the words from the word bank.

Symmetry

Contrast

Repetition

Squares

Triangles

Geometric

Patterns

Precision

TRNEOPEITI

ETIRC

PSANTRTE

TANER

CONSATRT

SYMM

True Or False

Is the statement true or false?

1) Analytical Cubism used bright, bold colours in works of art.

False

2) Cubist artists often used squares and triangles to break apart objects.

True

False

3) Cubist paintings show objects from only one angle at a time.

True

False

4) Cubist artists painted landscapes more often than musical instruments.

True

False

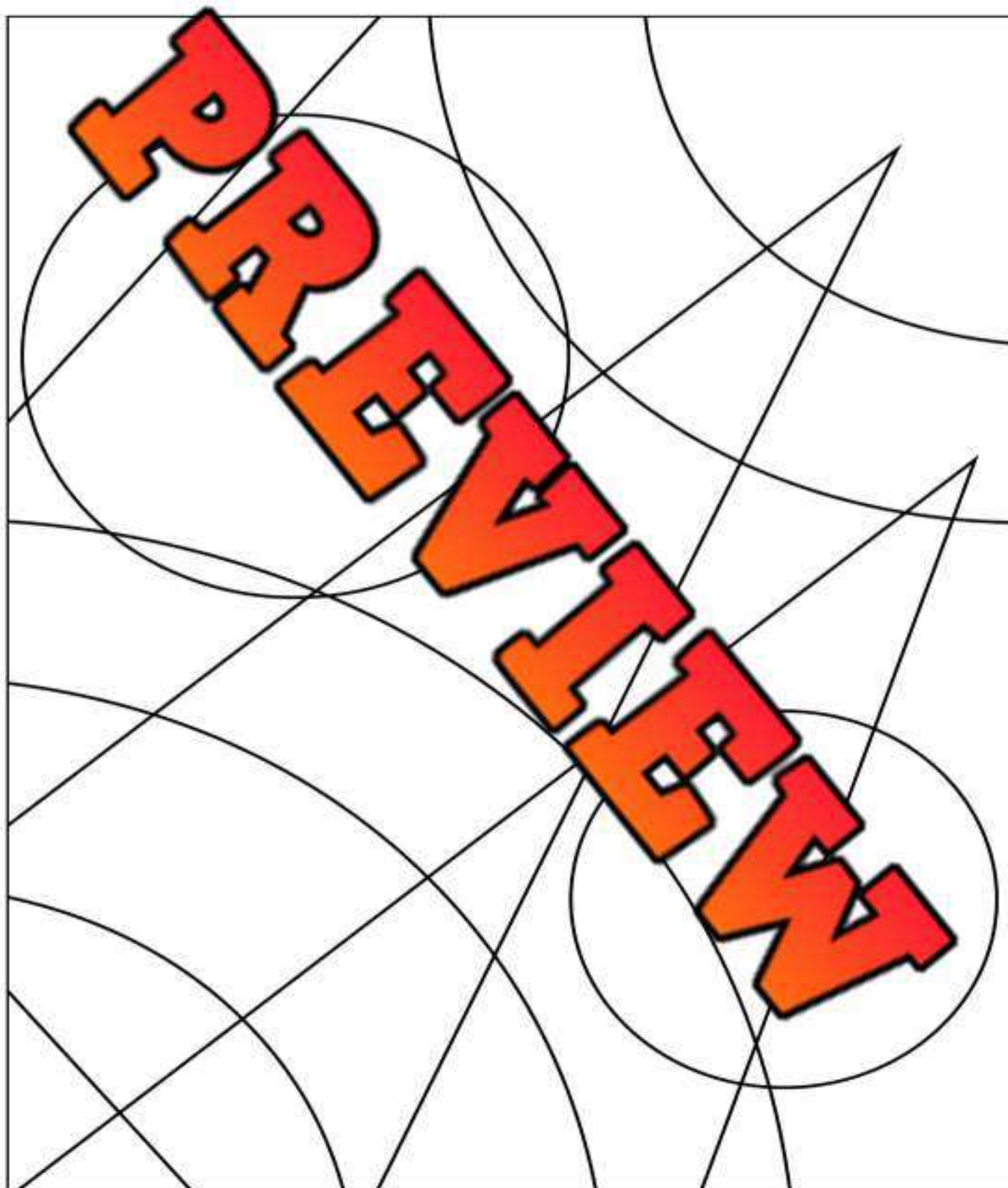
5) A famous Synthetic Cubist artwork is "Violin and Candlestick" by Braque.

True

False

Geometric Art

Colour the shapes below using contrast colours when possible to make some shapes stand out more than others.



Activity: Geometric Cityscape Paper Collage

Objective What are we learning about?

Students will explore geometry in art by creating a cityscape collage using various geometric shapes. They will learn how different shapes can be combined to form buildings, windows, and rooftops while developing fine motor and arrangement skills.

Materials What will we need for the activity?

- White paper (1 per student)
- Colourful construction paper (various colours)
- Scissors and glue sticks
- Pencils and rulers



Instructions How will we complete the activity?

1. Give each student a white sheet of paper and ask them to lightly draw the outline of a city skyline with different buildings using a pencil.
2. Have students select colourful construction paper and use a ruler to draw different geometric shapes, such as squares, rectangles, and triangles.
3. Instruct students to cut out their shapes carefully with scissors, making sure they have enough to fill their cityscape outline.
4. Students will then arrange their geometric shapes inside the outline, placing them as buildings, windows, and rooftops. They can trim the shapes if needed.
5. Once satisfied with their arrangement, students will use glue sticks to attach the shapes to the white paper, ensuring a neat and clean finish.
6. Encourage students to layer shapes on top of each other to add dimension and variety to their cityscape.
7. Allow time for the glue to dry before displaying the geometric cityscapes in the classroom.
8. Discuss with students how different geometric shapes can create artistic designs and relate to real-world buildings.

How-To-Guide

Here are the steps to create a geometric cityscape paper collage.

| | Steps | Description |
|---|---|---|
| 1 | Sketch | Lightly draw a city skyline on white paper using a pencil. Include different building heights and shapes to make your city look interesting and unique. |
| 2 | Choose Your Paper Colours | Select different coloured construction papers for your buildings. Think about how the colours will stand out and create contrast in your cityscape. |
| 3 | Draw Geometric Shapes | Use a variety of geometric shapes, rectangles, triangles, and circles on the construction paper. Make sure to draw a variety of sizes for different parts of your city. |
| 4 | Cut Out Your Shapes Neatly | Carefully cut out your geometric shapes with scissors. Take your time to make smooth, clean edges so the shapes fit well in your city. |
| 5 | Arrange Shapes In The Cityscape | Place your cut-out shapes on the city sketch. Try layering some pieces to add depth and make sure the windows are placed neatly. |
| 6 | Adjust And Trim Shapes If Needed | If some shapes are too big or do not fit, use scissors to trim them. Make sure all buildings and windows fit nicely together. |
| 7 | Glue The Shapes In Place | Once happy with the arrangement, glue down each shape firmly so they stick well and avoid using too much glue to prevent messes. |
| 8 | Check And Add Final Details | Look over your cityscape and make sure all shapes are attached properly. If needed, add extra details with small shapes to make it more creative. |

Criteria Use the criteria below to complete the activity.

| Criteria | Description |
|--------------------------------|---|
| Drawing The Outline | The city skyline is drawn clearly with different building heights and shapes. |
| Using Geometric Shapes | The cityscape is made using a variety of geometric shapes like squares, rectangles, triangles, and circles. |
| Cutting Shapes Neatly | Shapes are cut carefully with smooth edges and fit well within the outline. |
| Arranging The Shapes | Shapes are placed thoughtfully to represent buildings, windows, and rooftops without large empty spaces. |
| Using Different Colours | Bright and different colours are chosen to make the cityscape stand out. |

Example Here is an example of a geometric cityscape paper collage.

Planning

Answer the questions below.

1) What is the name of your partner?

2) What types of buildings will you include in your cityscape, and why?

3) How can you use different geometric shapes to make your buildings look unique?

4) List five different geometric shapes you will use in your cityscape.



5) Why should you use different colours in your cityscape?

☐ To make it look boring☐ To make the colour☐ To add contrast and make it stand out☐ To make it easy to see

6) What should you do before gluing your shapes?

☐ Arrange them on the paper☐ Cut out more shapes if you need☐ Ask someone else to glue them☐ Glue them right away

7) List three ways to make your cityscape look more interesting.



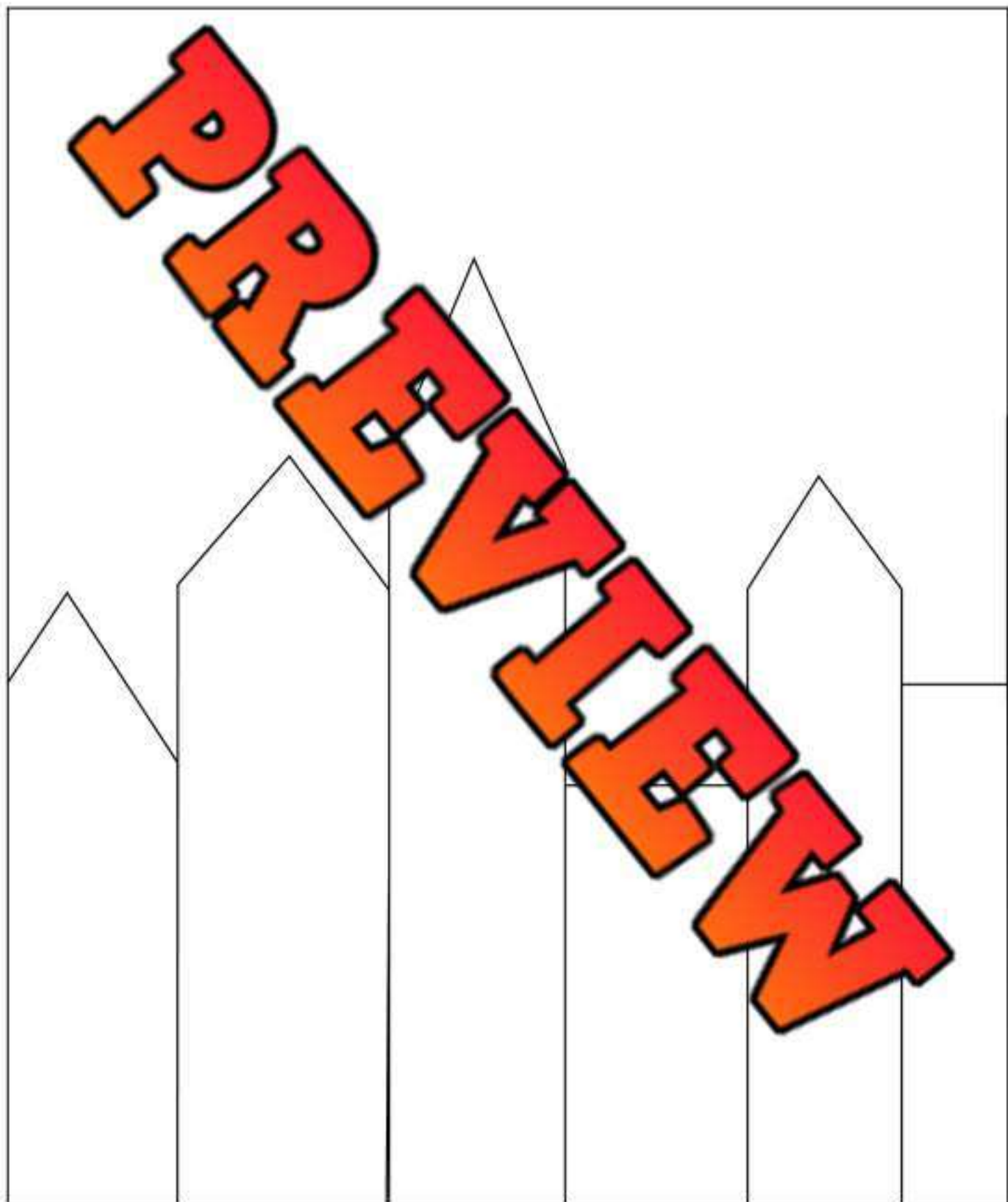
Name: _____

97

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

Rough Copy

Practice drawing different geometric shapes in the cityscape below.



Rubric

How did you do on the activity?

| (Criteria) | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|--------------------------------|------------------------------------|--|---|---|
| Drawing The Cityscape | Outline is not clear or missing | Outline is there but lacks variety | Outline is clear with some building heights | Outline is well-drawn with different heights and shapes |
| Using Geometric Shapes | Few shapes used | Some shapes, but little variety | Many shapes make up the cityscape | Wide variety of shapes used creatively |
| Cutting Shapes Neatly | Shapes are rough or uneven | Shapes are neat, but some are uneven | Most are cut cleanly | All are cut smoothly with neat edges |
| Arranging The Shapes | Shapes are placed randomly | Some shapes feel like they are just up there | Shapes form buildings and windows well | Shapes are arranged in a creative, balanced way |
| Using Different Colours | Few colours, cityscape looks plain | Some colours, but little contrast | Different colours make it stand out | Bright, contrasting colours create a bold look |

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Activity: Paper Chain Halloween Skeleton Craft

Objective What are we learning about?

Students will learn about Halloween and spooky skeleton using paper chains for the arms and legs. They will learn about patterns, symmetry, and simple paper construction while making a Halloween decoration.

Materials What do we need for the activity?

- White paper (for chains, skull, hands, and feet)
- Black marker
- Scissors
- Glue or tape



Instructions How will we complete the activity?

1. Cut white paper into strips, each about 2 cm wide and 10 cm long, ensuring they are even for a neat look.
2. Take one strip, loop it into a circle, and seal the ends together using glue or tape to start the chain.
3. Thread another strip through the first loop, close the loop, and repeat to create two arm chains and two leg chains (6 links each for arms and legs).
4. Cut out a skull shape from white paper and use a black marker to draw eyes, a nose, and a mouth.
5. Cut out two hand shapes and two-foot shapes from white paper, ensuring they are the right size for the skeleton.
6. Attach the arms and legs to the back of the skull by gluing or taping them securely in the correct positions.
7. Attach the hands and feet to the bottom ends of the arm and leg chains, making sure they face the right direction.
8. Hang your finished skeleton somewhere in the classroom to decorate for Halloween and enjoy your spooky paper chain creation.

How-To-Guide

Here are steps to create a paper chain Halloween Skeleton craft

| Steps | Description |
|---|--|
| 1 Cut The Strips | Cut white paper into strips that are 2 cm wide and 15 cm long. Make sure all strips are the same size for even chains. You will need enough strips to create two arm chains and two leg chains. |
| 2 Create The Paper Chain | Take a paper strip and form it into a circle, then glue or tape the ends together. Loop another strip through the first circle, then secure the ends to form a second link. Repeat this process to create two arm chains (6 loops for each), two leg chains (6 loops for each), and a spine (6 loops). |
| 3 Make The Skull For The Skeleton | Draw a skull on white paper, making sure it is large enough for your skeleton. Cut it out carefully, then use a black marker to draw two round eyes and a smiling or spooky mouth. |
| 4 Create The Hands And Feet | Cut out two hand shapes and two foot shapes from white paper. The hands should have five fingers and the feet should be rounded or shaped like skeleton toes. Make sure they are the right size for your skeleton. |
| 5 Attach The Arms And Legs | Attach the arms and legs to the chains using a loop. For the legs, you can attach both legs to the bottom loop of the spine. For the arms, you will do the same, attaching both arms to the top loop of the spine. |
| 6 Attach the Skull | Use two loops for the neck to attach the skull to the spine. Then glue the skull to that loop. It will be at the top of the neck so it is positioned so it has more surface area to glue the skull on. |
| 7 Attach The Hands And Feet | Glue or tape the hands to the ends of the arm chains and the feet to the ends of the leg chains. Make sure they are facing the right direction so your skeleton looks realistic and well-balanced. |
| 8 Add Extra Details | If you want, you can decorate your skeleton with extra details like a bowtie, hat, or buttons. Use coloured paper or markers to make your skeleton unique and more creative. |
| 9 Display Your Skeleton | Let the glue dry completely before picking up your skeleton. Once it's dry, you can hang it on a wall or door. Your paper chain skeleton is now ready for a fun Halloween decoration! |

Criteria Use the criteria below to complete the activity.

| Criteria | Description |
|--|--|
| Cutting Paper Strips Even | Strips should be about the same size (2 cm wide, 15 cm long) so the chains look neat and balanced. |
| Making Arms And Legs | Loops must be securely glued or taped so they do not fall apart when lifting the skeleton. |
| Attaching Arms And Legs Correctly | Strips should be the same length for both arms and both legs so skeleton looks even. |
| Creating A Clean Skull Design | Skull should be cut into a smooth shape, and eyes, nose, and mouth should be neatly drawn. |
| Properly Placing Hands And Feet | Hands should be attached at the bottom of the arm chains, and feet should be attached at the bottom of the leg chains. |

Example Here is an example of a paper Halloween skeleton.

Name: _____

117

Curriculum Connection
D1.1, D2.4, D3.2

Rough Copy

Draw the skull shape you want to use for your skeleton.

PREVAILEZ

Self Assessment Checklist

Paper chain Halloween skeleton activity.

1) I cut my paper strips evenly to make my skeleton look neat.

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

2) I made my joints strong and did not fall apart.

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

3) I attached the joints correctly so they looked even.

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

4) I created a clear skull and tail.

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

5) I placed the hands and feet in the right place and attached them securely.

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

6) I followed the steps carefully to complete my skeleton correctly.

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

7) I added extra creative details to make my skeleton look scary.

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

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

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

9) I checked my skeleton to make sure all parts were well attached.

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

10) I feel proud of the skeleton I created.

☐ Yes, a lot☐ Yes, some☐ Not much☐ No

Rubric

How did you do on the activity?

| (Criteria) | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|----------------------------------|--|---|---|---|
| Cutting Strips | Strips are uneven and different sizes | Some strips are the same size, but others are not | Most strips are even and look neat | All strips are the same size and well cut |
| Making Strong Chains | Loops are weak | Some loops are secure, but others come undone | Most loops hold well and look neat | All loops are strong and well attached |
| Attaching Arms & Legs | Arms and legs are very different lengths | Some parts are the same length, but others are not | Most arms and legs are the same length | All arms and legs are even and balanced |
| Creating A Skull Design | Skull shape is unclear and messy | Skull shape is unclear | Skull is mostly neat with clear features | Skull is well shaped with neat details |
| Placing Hands & Feet | Hands and feet are missing or misplaced | Hands and feet are in the wrong spots or not secure | Mostly in the right place and attached well | All are placed correctly and look neat |

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Understanding Papier Mâché

What is Papier Mâché?

Papier mâché is a technique that uses paper to create strong and lightweight sculptures. The name comes from the French words for "chopped" and "glue." It is a popular craft because it is easy to use and decorate. Artists and students can make masks, bowls, and even piñatas.



How is Papier Mâché Made?

Papier mâché is created by dipping strips of paper in a glue-like paste. The most common paste is made from rice and water, or a mixture of glue and water. After the layers dry, they become hard and sturdy. Artists can build their designs on a base, like a balloon, wireframe, or cardboard structure. Once the papier mâché is dry, it can be painted or decorated.

Fun Facts About Papier Mâché

- The technique dates back over 600 years and was first used in China.
- In the 17th century, people in France used papier mâché to create decorative items like furniture and masks.
- Some of the largest papier mâché sculptures are created in festivals around the world, such as the giant figures in Mexico's Day of the Dead.

Uses of Papier Mâché

Papier mâché is used in many ways, including:

- 1) **Masks** – Popular in theatre and festivals, such as the Venetian Carnival.
- 2) **Piñatas** – Traditionally used at Mexican celebrations, filled with candy.
- 3) **Art and Sculptures** – Many artists use it for creating lightweight sculptures.

Papier mâché is a fun and creative way to recycle paper while making art!

Question

Answer the questions below.

1) What is Papier mâché?

2) What two things do you need to make papier mâché paste?

Matching

Match the term with its description.

Paint and markers ☐China ☐Flour and water ☐A balloon ☐☐ Papier mâché paste is made of.☐ A common use for papier mâché is.☐ Papier mâché was first used in☐ One way to make papier mâché is with.**True Or False**

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Papier mâché was first used in Mexico for making piñatas. | True | False |
| 2) You need to bake papier mâché for it to dry completely. | True | False |
| 3) The paste in papier mâché helps the layers stick together. | True | False |
| 4) Artists use papier mâché to make sculptures, furniture, and even masks. | True | False |
| 5) Papier mâché was first used in France over 600 years ago. | True | False |

Activity: Papier Mâché Superhero Mask

Objective What are we learning about?

Students will create a superhero mask using papier mâché. They will explore how symbols and patterns can express a superhero's identity and powers.

Materials What do we need for the activity?

- Balloons (1 per student)
- Any rough paper (newspaper into strips)
- White school glue
- Water and bowls (for glue mixture)
- Paint (acrylic or tempera paintbrushes)
- Markers and decorations (glitter, sticks)



Instructions How will we complete the activity?

1. Provide each student with a balloon, paper strips, glue, and a paintbrush. Set up a glue station with a mixture of equal parts glue and water.
2. Explain that students will create superhero masks using papier mâché. Discuss how superheroes use symbols, patterns, and colours to represent their powers and identity.
3. Have students inflate their balloons to a size that fits their face and place them in bowls for stability.
4. Demonstrate how to dip paper strips into the glue mixture, wring out excess glue, and place the strips onto the balloon. Instruct students to cover the balloon to form their mask shape. They should add 2-3 layers for strength.
5. Once dry, guide students to pop and remove the balloon. Assist in trimming the edges with scissors if needed.
6. Help students mark and cut out eye holes. Use a hole puncher to make small holes on both sides of the mask and attach a string or ribbon.
7. Encourage students to paint their masks with colours, symbols, and patterns that represent their superhero's identity. Provide decorations like glitter, foam shapes, and markers for extra detail. Allow masks to dry completely.

How-To-Guide

Here are steps to create a Papier Mâché superhero mask.

| Steps | Description |
|--|---|
| 1 Inflate | Blow up a balloon to a size that fits your face. Place it in a bowl so it stays still while you work. Make sure the balloon is not too big or too small as it will shape your mask. |
| 2 Make The Papier Mâché Paste | Mix white glue with an equal amount of water. Stir until it is smooth. If the mixture is too thick, add a little water. This will help the paper strips stick together. |
| 3 Apply The Papier Mâché Layers | Dip a paper strip in the glue mixture, wipe off extra glue, and place it on the balloon. Add strips, overlapping them to cover the area. Add at least three layers for a strong mask. |
| 4 Let The Mask Dry Completely | Put the mask in a bowl and let it dry for at least one day. Do not touch or move it. If it still feels wet or soft, wait longer before the next step. |
| 5 Remove The Balloon And Trim The Mask | Once fully dry, carefully pop the balloon and take it out. Use scissors to trim the edges of the mask to the desired shape. |
| 6 Cut The Eye Holes | Mark where your eyes will be and carefully cut two eye holes. Make sure they are even and big enough to see through. Check in a mirror to see if they are in the right place. |
| 7 Paint The Mask | Choose colours that match your superhero's powers. Use smooth brushstrokes to cover the entire mask. Let the paint dry before adding more details or patterns. |
| 8 Add Decorations And Details | Use markers, glitter, stickers, or foam shapes to make the mask unique. Make sure the decorations fit your superhero's theme. Let everything dry before moving to the next step. |
| 9 Attach The String Or Ribbon | Use a hole puncher to make small holes on each side of the mask. Tie a string or ribbon through the holes, making sure it fits comfortably when worn. |

Criteria Use the criteria below to complete the activity.

| Criteria | Description |
|---|---|
| Building A Strong Mask | Add at least three layers of papier mâché to make the mask sturdy and strong. Let it dry fully before moving to the next step. |
| Shaping The Mask | Cut out eye holes neatly so you can see clearly. Trim the edges to make the mask even and comfortable to wear. |
| Neat Application Of Papier Mâché | Stick the paper strips onto the balloon without big bumps or gaps. Make sure the layers stick well together. |
| Creative Superhero Design | Color, draw, or paint symbols, and patterns that match your superhero's name and personality. Think about what makes your hero special. |
| Careful Use Of Decorations | Use extra decorations like glitter, stickers, or foam shapes in a way that makes sense for your superhero. |

Example Here is an example of a papier mâché superhero mask.

Planning

Answer the questions below.

1) What is your superhero's name, and what are their special powers?

2) What should you do if your mask has rough edges after drying?

☐ Add more layers of papier mâché☐ Leave them as they are☐ Trim them carefully with scissors☐ Paint over them

3) How will your mask show your superhero's personality?

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

☐ Apply another layer of papier mâché☐ Remove the string☐ Pop the balloon and remove it☐ Cut out the eye holes

5) List three patterns or designs you will add to your mask.

➤ _____

➤ _____

6) List three colours you will use and explain what each colour means.

➤ _____

➤ _____

➤ _____

Name: _____

126

Curriculum Connection
D1.2, D2.4, D3.2

Rough Copy

Sketch what your mask will look like after it is fully decorated.

PREVALENZ

Peer Assessment




Assess the mask of another student

| Name Of Student Being Assessed: | | Assessor's Name: | | | |
|----------------------------------|-----------------------|------------------|----------------|---------------|--|
| _____ | | _____ | | | |
| | 1 - Needs Improvement | 2 - Developing | 3 - Proficient | 4 - Excellent | |
| Building A Strong Mask | | | | | |
| Shaping The Mask Properly | | | | | |
| Neat Application Of Papier Mâché | | | | | |
| Creative Superhero Design | | | | | |
| Careful Use Of Decorations | | | | | |

Two Stars And A Wish

Identify two strengths (stars) and one wish for improvement (wish) about your peers' papier mâché superhero mask.

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

| | |
|---|-------------------------|
|  | <hr/> <hr/> <hr/> <hr/> |
|  | <hr/> <hr/> <hr/> <hr/> |
|  | <hr/> <hr/> <hr/> <hr/> |

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

| (Criteria) | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|---|------------------------------|--------------------------------|---------------------------------|-----------------------------------|
| Building Strong Structure | Only one thin layer, weak | Two layers, still bends | Three layers, holds shape | Three+ layers, very strong |
| Shaping The Mask Properly | | Eye holes cut, edges messy | Neat eye holes, smooth edges | Even eye holes, well-shaped edges |
| Neat Application Of Papier Mâché | Cracked, big gaps, messy | Some bumps, gaps | Mostly smooth, few bumps | Very smooth, no bumps or gaps |
| Creative Superhero Design | No colors, symbols, patterns | Some colors, symbols, patterns | Good colours, symbols, patterns | Clear, detailed superhero design |
| Careful Use Of Decorations | Missing or falling off | Some attached, don't fit well | Mostly secure, well-placed | Secure, well-placed, fits design |

| |
|-------------------------|
| Teacher Comments |
| |
| |
| |
| |
| |

| |
|-------------|
| Mark |
| |

| |
|---|
| Student Comments - What Could You Do Better? |
| |
| |
| |
| |
| |

Exploring Sugar Skull Art

What Is Sugar Skull Art?

Sugar skulls are a special type of artwork from Mexico that celebrate **Día de los Muertos**, which means "Day of the Dead." This holiday happens every year on the 1st and 2nd. Sugar skulls, called **calaveras**, are not scary; they are colourful and used to honour loved ones who have passed away.



How Sugar Skulls Are Made

Traditional sugar skulls are made using sugar, water, and marigold petals. The mixture is pressed into a skull shape and left to dry. After drying, they are decorated with icing, foil, beads, and glitter. These skulls are always meant to be eaten—they are placed on altars called **ofrendas** to remember family members who have passed away.

What Sugar Skull Decorations Mean

Each part of a sugar skull has a meaning:

- **Bright Colours** show happiness and celebration, not sadness.
- **Flowers** symbolize life and beauty. Marigolds are often used because they are believed to guide spirits back to their families.
- **Hearts** represent love for the person who passed away.
- **Names** some skulls have names written on them to honour a specific person.
- **Glitter and Designs** make the skulls look joyful, showing that death is not the end but part of life.

Question

Answer the questions below.

1) Why are sugar skulls not meant to be scary?

2) What three things are used to make a sugar skull?

| | | |
|---|---|---|
| ➤ | ➤ | ➤ |
|---|---|---|

True Or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Sugar skulls are only made to celebrate Día de los Muertos. | True | False |
| 2) People decorate sugar skulls with fruit and glitter. | True | False |
| 3) Sugar skulls are always small and made with real sugar. | True | False |
| 4) Sugar skulls are placed on altars to honour loved ones who have died. | True | False |
| 5) The colours used in sugar skulls show sadness and mourning. | True | False |

Fill In The Blank

Fill in the blank with the correct answer.

- 1) Sugar skulls are placed on _____ to honour loved ones.
- 2) Sugar skulls are made with sugar, water, and _____.
- 3) The colour _____ is often used to show happiness in sugar skull art.
- 4) Some sugar skulls have a _____ written on them to remember someone.
- 5) Sugar skulls are decorated with icing, foil, and _____.

**Sugar Skull Art
Worksheet**

Colour the skull like a sugar skull. Use bright colours, patterns, and designs. Add flowers, swirls, dots, and lines to make it unique.



Activity: Curved Sugar Skull Mask Art

Objective What are we learning about?

Students will learn about the cultural significance of sugar skulls in Día de los Muertos while creating a sugar skull mask with curved details. They will explore colour, pattern, and layering to bring their masks to life.

Materials What do we need for the activity?

- Printed sugar skull templates (provided)
- Scissors and glue sticks
- Markers, crayons, or coloured pencils
- Tissue paper (optional for extra decoration)
- Hole punch and string (for wearing the mask)



Instructions How will we complete the activity?

1. Give each student a printed skull template on cardstock. Explain the cultural meaning of sugar skulls in Día de los Muertos celebrations.
2. Have students use bright colours and patterns to decorate their sugar skulls. Encourage them to include swirls, dots, flowers, and other designs.
3. Once the colouring is complete, instruct students to carefully cut out their sugar skull along the dashed outline of the skull.
4. To create a 3D effect, guide students to cut small slits or tabs along the edges, such as the forehead and sides.
5. Show them how to slightly overlap and glue these sections to make the mask fit outward and fit their face better.
6. If desired, students can add small tissue paper flowers or extra details to enhance the mask.
7. Use a hole punch to make holes on both sides of the mask. Tie a string through the holes so the mask can be worn.
8. Allow time for the glue to dry before students try on their masks.

How-To-Guide

Here are steps to create a curved sugar skull mask art

| Steps | Description |
|--------------------------------------|---|
| 1 Prepare Your Template | Begin with a printed sugar skull template on thick paper or cardstock. Set up a clean, organized workspace with all materials. |
| 2 Plan Your Colour Scheme | Decide on the colours you want to use for your sugar skull. Choose bright, bold colours that stand out, and try to balance them on both sides of the mask. |
| 3 Add Patterns And Details | Use markers, coloured pencils, or crayons to decorate the mask. Add patterns like swirls, dots, and flowers to make the design unique. |
| 4 Cut Out The Mask | Carefully cut along the outline of your skull. Use small, steady cuts to avoid rough edges and take extra care around detailed areas for a smooth finish. |
| 5 Create The 3D Curved Effect | Cut small slits or notches along the forehead or sides. Overlap and glue these sections together to help shape the mask and give it a curved effect. |
| 6 Glue And Secure The Curves | Apply a small amount of glue to the overlapping sections and press them together. Hold them for a few minutes to ensure they stick well and stay in place. |
| 7 Punch Holes For The String | Use a hole punch to make two holes on the sides of the mask. Make sure they are even so that when you attach the string, the mask sits properly on your face. |
| 8 Attach The String | Cut a piece of string long enough to fit around the head. Thread it through the holes and tie knots to keep it in place, so the mask can be worn comfortably. |
| 9 Check And Fix Any Details | Look over your mask and make sure everything is glued well. If any areas need extra colour or patterns, add them now to make your design complete. |

Criteria

Use the criteria below to complete the activity.

| Criteria | Description |
|---------------------------|---|
| Creative Colouring | Use bright and bold colours to decorate the sugar skull with patterns, like dots, lines, and flowers. Make sure the colours stand out and are balanced. |
| Careful Cutting | Cut along the outline of the sugar skull neatly. Use smooth, steady cuts to avoid jagged edges. Small details should be cut with extra care. |
| 3D Curving Effect | Use folds in the mask and glue overlapping parts to create a 3D effect. This helps the mask fit better. |
| Pattern Variety | Include different patterns like dots, lines, swirls, or flowers to decorate the skull. The more variety, the more interesting the mask will look. |

Example

Here is an example of a curved sugar skull mask art.



Planning

Answer the questions below.

1) How will you make sure your patterns are balanced on both sides of the mask?

| |
|--|
| |
| |
| |

2) List four things that will make your mask look more creative.

| |
|---|
| ➤ |
| |
| ➤ |
| |
| ➤ |
| |
| ➤ |
| |

3) What is the best material to print your template on?

☐ Cardstock or thick paper☐ Paper☐ Plastic wrap☐ Coloured paper

4) Which of these is NOT a common sugar skull decoration?

☐ Stripes☐☐ Spooky ghosts☐

5) What do sugar skulls represent in Día de los Muertos?

| |
|--|
| |
| |
| |

6) List four colours you will use on your mask.

| | |
|---|---|
| ➤ | ➤ |
| | |
| ➤ | ➤ |
| | |

Name: _____

153

Curriculum Connection
D1.4, D2.4, D3.2

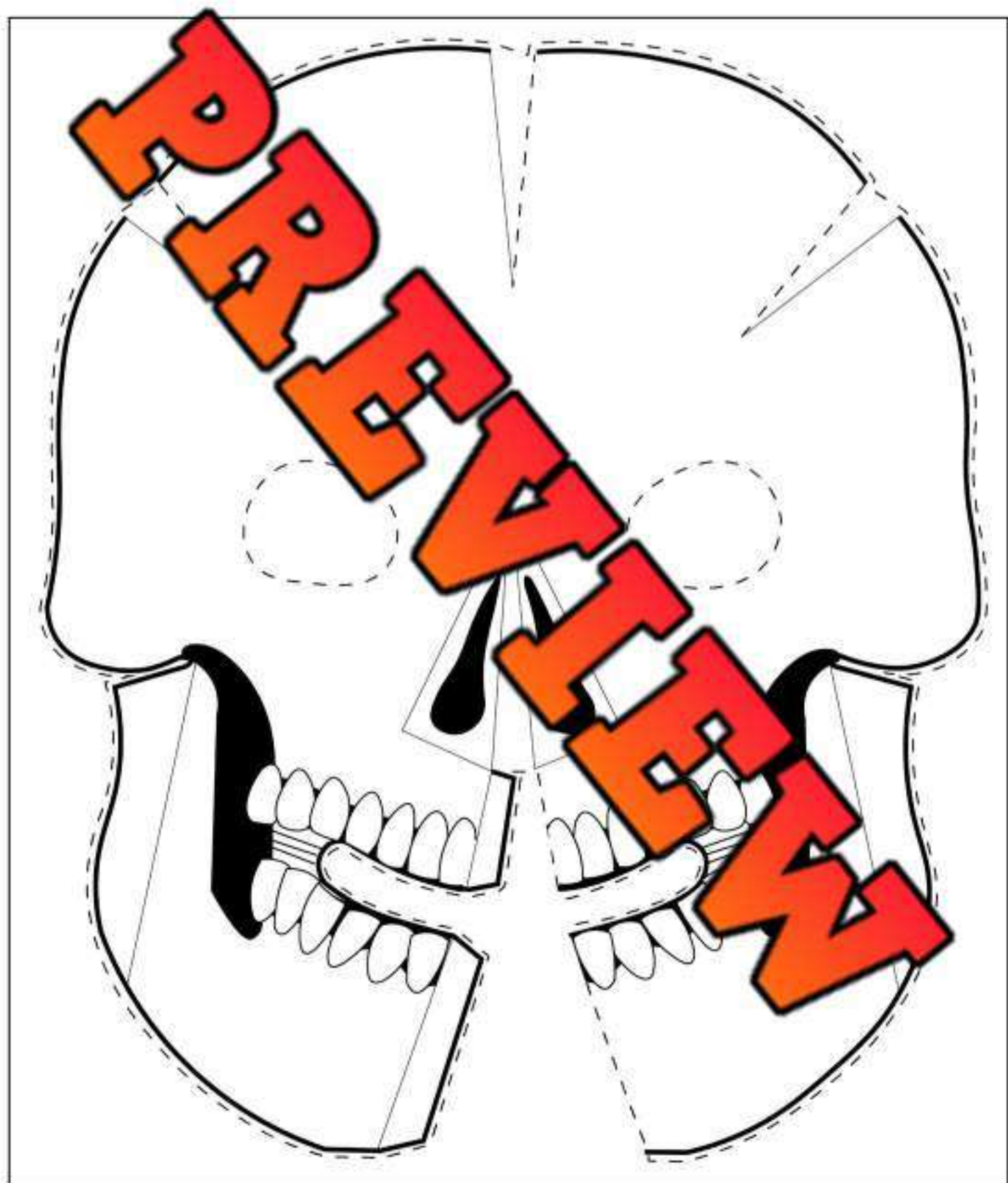
Rough Copy

Draw a skull and decorate it like a sugar skull for Día de los Muertos.

PREVALENZ

Skull Template

Colour the skull using bright patterns. Cut along the broken lines, then fold on the thin lines. Glue the flaps to shape the mask for wearing.



Peer Assessment

Mark your classmates using the checklist below.

My Name _____

Who I Am Assessing _____

| Criteria | Description | Stars (1: Worst, 5: Best) |
|--------------------|---|------------------------------|
| Creative Colouring | The mask is decorated with bright, bold colours and well-defined patterns. The colours stand out and are interesting. | ☆☆☆☆☆ |
| Careful Cutting | The edges of the mask are cut neatly with smooth, even lines. Small details are carefully trimmed. | ☆☆☆☆☆ |
| 3D Curving Effect | The mask is glued properly, creating a 3D effect that looks like it will fit well on the face. | ☆☆☆☆☆ |
| Pattern Variety | The mask includes different patterns like swirls, dots, and flowers, making it unique and detailed. | ☆☆☆☆☆ |

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

| | |
|----------|-------------------|
| Learn | <hr/> <hr/> <hr/> |
| Learn | <hr/> <hr/> <hr/> |
| Question | <hr/> <hr/> <hr/> |

Rubric

How did you do on the activity

| (Criteria) | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|--------------------------|---|---|--|---|
| Creative Colour | Few colours used, little effort in patterns | Some bright colours used, but lacks variety in patterns | Bright colours used with good pattern variety | Very colourful with well-balanced patterns and creative details |
| Careful Cutting | Cuts are not neat | Some parts are cut neatly, but edges are uneven | Most edges are smooth with minor rough areas | All cuts are clean, smooth, and well-done |
| 3D Curving Effect | Mask effort to create a 3D shape is not well done | Some curved parts are not well done | Good effort to overlap and curve parts for 3D effect | Mask has a strong 3D shape and fits well on the face |
| Pattern Variety | Very few or no patterns added | Lacks variety | Good mix of patterns making the mask interesting | Many creative and detailed patterns that enhance the design |

Teacher Comments

Mark

Student Comments - What Could You Do Better?