

Performing Arts
Horizontal & Vertical Planner
2021-2022

<h1>ECEA</h1>	<p>Transdisciplinary Theme: HOW WE EXPRESS OURSELVES An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>Transdisciplinary Theme: HOW WE EXPRESS OURSELVES An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>Transdisciplinary Theme: HOW WE EXPRESS OURSELVES An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>
	<p>Central Idea: We move with music to express ourselves.</p> <p>Key Concepts: Form – What is it like? Function – How does it work? Connection – How is it linked to other things?</p> <p>Related Concepts: Movement, Beat, Rhythm, Notation</p> <p>Lines of Inquiry: How the beat helps us move to music</p> <p>Beat and rhythm work together</p> <p>Create rhythms</p> <p>Learner Profile: Thinker,</p>	<p>Central Idea: We express ourselves using words, actions, and music.</p> <p>Key Concepts: Form – What is it like? Function – How does it work? Connection – How is it linked to other things?</p> <p>Related Concepts: Expression, Tempo, Interpretation Pitch, Melody</p> <p>Lines of Inquiry: Our voices can make different sounds</p> <p>Connection between opposites in music</p> <p>Opposites can reflect our feelings</p>	<p>Central Idea: We express ourselves using words, actions, and music.</p> <p>Key Concepts: Form – What is it like? Function – How does it work? Connection – How is it linked to other things?</p> <p>Related Concepts: Expression, Creativity, Choice</p> <p>Lines of Inquiry: Expression through song lyrics</p> <p>Expression through movement.</p> <p>The ways stories are presented.</p> <p>Learner Profile: Thinker, Communicator</p>

	<p>Communicator</p> <p>ATL: Communication Skill - Listening</p> <p>Social skill - Cooperating</p> <p>Learning Outcomes:</p> <p>31.2 Explore different elements of music</p> <p>21.3 Express their response to music by moving, by making connections to their own experience, or by talking about the musical form.</p> <p>21.4 Respond to music from various cultures and communities.</p>	<p>Learner Profile: Thinker, Balanced</p> <p>ATL: Thinking skill - Comprehension</p> <p>Social skill - Cooperating</p> <p>Learning Outcomes:</p> <p>31.2 Explore different elements of music</p> <p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p> <p>23.3 Use problem-solving skills and their imagination to create music.</p>	<p>ATL: Communication skill - Presenting skill</p> <p>Thinking skill - Comprehension</p> <p>Learning Outcomes:</p> <p>30.2 Explore a variety of tools, materials, and processes of their own choice to create drama, dance, music, and visual art forms in familiar and new ways.</p> <p>30.1 Demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance, in music and in visual arts</p> <p>21.3 Express their response to music by moving, by making connections to their own experience, or by talking about the musical form.</p>
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	<p>Transdisciplinary Theme: HOW WE EXPRESS OURSELVES</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>Transdisciplinary Theme: HOW WE EXPRESS OURSELVES</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>Transdisciplinary Theme: HOW WE EXPRESS OURSELVES</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>
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ECEB

<p>Central Idea: We move with music to express ourselves.</p> <p>Key Concepts: Form – What is it like? Function – How does it work? Connection – How is it linked to other things?</p> <p>Related Concepts: Movement, Beat, Rhythm, Notation</p> <p>Lines of Inquiry: How the beat helps us move to music</p> <p>Beat and rhythm work together</p> <p>Create rhythms</p> <p>Learner Profile: Thinker, Communicator</p> <p>ATL: Communication Skill - Listening</p> <p>Social skill - Cooperating</p> <p>Learning Outcomes:</p> <p>31.2 Explore different elements of music</p> <p>21.3 Express their response to music by moving, by making connections to their own experience, or by talking about the musical form.</p>	<p>Central Idea: We express ourselves using words, actions, and music.</p> <p>Key Concepts: Form – What is it like? Function – How does it work? Connection – How is it linked to other things?</p> <p>Related Concepts: Expression, Tempo, Interpretation Pitch, Melody</p> <p>Lines of Inquiry: Our voices can make different sounds</p> <p>Connection between opposites in music</p> <p>Opposites can reflect our feelings</p> <p>Learner Profile: Thinker, Balanced</p> <p>ATL: Thinking skill - Comprehension</p> <p>Social skill - Cooperating</p> <p>Learning Outcomes:</p> <p>31.2 Explore different elements of music</p> <p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p>	<p>Central Idea: We express ourselves using words, actions, and music.</p> <p>Key Concepts: Form – What is it like? Function – How does it work? Connection – How is it linked to other things?</p> <p>Related Concepts: Expression, Creativity, Choice</p> <p>Lines of Inquiry: Expression through song lyrics</p> <p>Expression through movement.</p> <p>The ways stories are presented.</p> <p>Learner Profile: Thinker, Communicator</p> <p>ATL: Communication skill -Presenting skill</p> <p>Thinking skill - Comprehension</p> <p>Learning Outcomes:</p> <p>30.2 Explore a variety of tools, materials, and processes of their own choice to create drama, dance, music, and visual art forms in familiar and new ways.</p> <p>30.1 Demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance, in music and in visual arts</p>
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	21.4 Respond to music from various cultures and communities.	23.3 Use problem-solving skills and their imagination to create music.	21.3 Express their response to music by moving, by making connections to their own experience, or by talking about the musical form.
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<h1>P1</h1>	<p>Transdisciplinary Theme: HOW WE EXPRESS OURSELVES</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>Transdisciplinary Theme: HOW WE ORGANIZE OURSELVES</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>Transdisciplinary Theme: HOW WE ORGANIZE OURSELVES</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>
	<p>Central Idea: We can communicate ideas and feelings through music.</p> <p>Key Concepts: Form – What is it like? Function – How does it work? Connection – How is it linked to other things?</p> <p>Related Concepts:</p>	<p>Central Idea: Instruments are made from different materials to make a variety of sounds.</p> <p>Key Concepts: Form – What is it like? Function – How does it work? Connection – How is it linked to other things?</p>	<p>Central Idea: We use symbols to communicate our ideas and feeling.</p> <p>Key Concepts: Form – What is it like? Function – How does it work? Connection – How is it linked to other things?</p> <p>Related Concepts:</p>

	<p>Patterns, Rhythm, Beat</p> <p>Lines of Inquiry: What high and low sounds look like</p> <p>Beat and rhythm are working together</p> <p>How words and rhythms help each other</p> <p>Learner Profile: Risk-taker, Thinker, Communicator</p> <p>ATL: Thinking skill - Comprehension</p> <p>Social skill - Cooperating</p> <p>Learning Outcomes:</p> <p>30.1 Demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance, in music and in visual arts</p> <p>21.3 Express their response to music by moving, by making connections to their own experience, or by talking about the musical form.</p> <p>21.4 Respond to music from various cultures and communities.</p>	<p>Related Concepts: Community, Sound, Instrument Families</p> <p>Lines of Inquiry: Characteristics of instruments</p> <p>Different materials create different sounds</p> <p>How instruments work</p> <p>Learner Profile: Inquirer, Knowledgeable, Caring</p> <p>ATL: Thinking skill - Comprehension</p> <p>Communication skill - Presenting</p> <p>Learning Outcomes:</p> <p>30.2 Explore a variety of tools, materials, and processes of their own choice to create drama, dance, music, and visual art forms in familiar and new ways.</p> <p>30.1 Demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance, in music and in visual arts</p> <p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p>	<p>Symbols, Notation</p> <p>Lines of Inquiry: Musical symbols</p> <p>Symbols change sound</p> <p>Symbols organize music</p> <p>Learner Profile: Knowledgeable, Thinker, Communicator</p> <p>ATL: Thinking skill -Comprehension Communication skills – reading, writing</p> <p>Learning Outcomes:</p> <p>31.2 Explore different elements of music</p> <p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p> <p>23.3 Use problem-solving skills and their imagination to create music.</p>
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P2

	<p>Transdisciplinary Theme: HOW WE EXPRESS OURSELVES</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>Transdisciplinary Theme: HOW WE ORGANIZE OURSELVES</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>Transdisciplinary Theme: HOW WE ORGANIZE OURSELVES</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>
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	<p>ATL: Thinking skill - Comprehension</p> <p>Social skill -Cooperating</p> <p>Learning Outcomes:</p> <p>30.1 Demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance, in music and in visual arts</p> <p>21.3 Express their response to music by moving, by making connections to their own experience, or by talking about the musical form.</p> <p>21.4 Respond to music from various cultures and communities.</p>	<p>ATL: Thinking skill -Comprehension</p> <p>Communication skill -Presenting</p> <p>Learning Outcomes:</p> <p>30.2 Explore a variety of tools, materials, and processes of their own choice to create drama, dance, music, and visual art forms in familiar and new ways.</p> <p>30.1 Demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance, in music and in visual arts</p> <p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p>	<p>Communication skills -reading, writing</p> <p>Learning Outcomes:</p> <p>31.2 Explore different elements of music</p> <p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p> <p>23.3 Use problem-solving skills and their imagination to create music.</p>
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<h1>P3</h1>	<p>Transdisciplinary Theme: HOW THE WORLD WORKS An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>Transdisciplinary Theme: HOW WE EXPRESS OURSELVES An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>Transdisciplinary Theme: WHO WE ARE An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>
	Central Idea:	Central Idea:	Central Idea:

	<p>We can create meaning through the use of patterns and symbols.</p> <p>Key Concepts: Form – What is it like? Function – How does it work? Connection – How is it linked to other things?</p> <p>Related Concepts: Symbols, Rhythm, Notation</p> <p>Lines of Inquiry: Shapes can represent sounds</p> <p>Music symbols convey meaning</p> <p>Language can be used to describe music</p> <p>Learner Profile: Thinker, Communicator</p> <p>ATL: Thinking Skill - Analysis</p> <p>Social skill -Cooperating</p> <p>Learning Outcomes:</p> <p>C1.2 apply the elements of music when singing, playing an instrument, and moving</p> <p>C1.5 use symbols to represent sounds and sounds to represent musical symbols</p> <p>C2.2 describe ways in which the elements of music are used for different purposes in the music</p>	<p>We can extend and enjoy our creativity through performance.</p> <p>Key Concepts: Form – What is it like? Function – How does it work? Responsibility – What are our obligations?</p> <p>Related Concepts: Expression, Connection, Audience</p> <p>Lines of Inquiry: Lyrics have meaning</p> <p>The ways we can deliver performances</p> <p>Characteristics of instrument</p> <p>Learner Profile: Principled Caring</p> <p>ATL: Social Skill -Cooperating</p> <p>Self- Management Skill - Codes of Behavior</p> <p>Learning Outcomes:</p> <p>C1.1 sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods</p> <p>C1.4 use the tools and techniques of musicianship in musical performances</p>	<p>We can create art to express who we are as individuals and community.</p> <p>Key Concepts: Connection – How is it linked to other things? Responsibility – What are our obligations? Causation m- Why is it like it is?</p> <p>Related Concepts: Expression, Communication</p> <p>Lines of Inquiry: Stories give us insight into peoples' lives</p> <p>We can create music spontaneously</p> <p>Music notation helps us write our ideas</p> <p>Learner Profile: Balanced, Open-minded</p> <p>ATL: Communication Skill -Presenting</p> <p>Social Skills - Respecting others</p> <p>Learning Outcomes:</p> <p>A1.4 use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them</p> <p>B2.1 express thoughts, feelings,</p>
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	they perform, listen to, and create	<p>C2.1 express personal responses to musical performances in a variety of ways</p> <p>C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members</p>	<p>and ideas about drama experiences and performances in a variety of ways</p> <p>C1.3 create simple compositions for a specific purpose and a familiar audience</p>
<h1>P4</h1>	<p style="text-align: center;">Stand-alone Unit</p> <p>Unit 1 - Notation Transdisciplinary Theme: HOW THE WORLD WORKS An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central Idea: We can create meaning through the use of patterns and symbols.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Shapes can represent sounds • Music symbols convey meaning • Language can be used to describe music 	<p style="text-align: center;">Stand-alone Unit</p> <p>Unit 2 - Performance Transdisciplinary Theme: HOW WE EXPRESS OURSELVES An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea: We can extend and enjoy our creativity through performance.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Lyrics have meaning • The ways we can deliver performances • Characteristics of instruments 	<p style="text-align: center;">Stand-alone Unit</p> <p>Unit 3 - Creativity Transdisciplinary Theme: WHO WE ARE An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea: We can create art to express who we are as individuals and community.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Stories give us insight into peoples' lives

	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Form- What is it like? • Function- How does it work? • Connection- How is it linked to other things? <p>Related Concepts: Symbols, Rhythm, Notation</p> <p>Learner Profile: Thinkers, Communicators</p> <p>Approaches to Learning: Thinking skills: Analysis Taking knowledgeable or ideas apart; separating into component parts; seeing relationship; finding unique characteristics.</p> <p>Social Skills: Cooperating Working cooperatively in a group; being courteous to others; sharing materials; taking turns.</p> <p>Learning Outcomes: Music C1.2 apply the elements of music when singing, playing an instrument, and moving</p> <p>C1.5 demonstrate an understanding of standard and non-traditional musical notation</p>	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Form- What is it like? • Connection- How is it linked to other things? • Responsibility- What are our obligations? <p>Related Concepts: Expression, Connection, Audience</p> <p>Learner Profile: Principled, Caring</p> <p>Approaches to Learning: Social Skills: Cooperating</p> <p>Self- Management Skills: Codes of Behavior</p> <p>Learning outcomes: Music: C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods</p> <p>C1.4 use the tools and techniques of musicianship in musical performances</p> <p>C2.1 express personal responses to musical performances in a variety of ways</p> <p>C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members</p>	<ul style="list-style-type: none"> • We can create music spontaneously • Music notation helps us write our ideas. <p>Key Concepts: Connection – How is it linked to other things? Responsibility – What are our obligations? Causation – Why is it like it is?</p> <p>Related Concepts: Expression, Communication</p> <p>Learner Profile: Balanced, Open-minded</p> <p>Approaches to Learning: Communication Skills: Presenting Speaking</p> <p>Social Skills: Respecting others</p> <p>Learning Outcomes: Dance: A1.3 create dance phrases using a variety of pattern forms</p> <p>Learning Outcomes: Drama: B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places</p>
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			<p>Learning Outcomes: Music: C1.3 create compositions for a specific purpose and a familiar audience</p>
<p style="text-align: center; font-size: 48pt; font-weight: bold;">P5</p>	<p style="text-align: center;">Stand-alone Unit Unit 1- Notation</p> <p>Transdisciplinary Theme: HOW WE EXPRESS OURSELVES An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Central Idea: Music is a form of communication.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Using musical language • Characteristics of composing • The way we play instruments <p>Key Concepts:</p> <ul style="list-style-type: none"> • Function- How does it work? • Responsibility- What are our obligations? • Causation – Why is it like it is? <p>Related Concepts: Notation, Communication, Techniques</p> <p>Learner Profile:</p>	<p style="text-align: center;">Stand-alone Unit Unit 2- Performance</p> <p>Transdisciplinary Theme: HOW WE ORGANIZE OURSELVES An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central Idea: We create shared experiences through performance.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • We practice to prepare for a performance • We work together in a performance • How to engage an audience <p>Key Concepts:</p> <ul style="list-style-type: none"> • Connection- What is the link to other things? • Responsibility- What is our responsibility? • Perspective- What are the points of view? 	<p style="text-align: center;">Stand-alone Unit Unit 3 - Creativity</p> <p>Transdisciplinary Theme: HOW WE EXPRESS OURSELVES An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Central Idea: The arts allow us to explore the connections between ourselves and others.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Music enhances stories • We respond to music through movements • How music has changed over time <p>Key Concepts:</p> <ul style="list-style-type: none"> • Perspective- What are the points of view? • Connection – How is it linked to other things? • Change- How is it transforming?

	<p>Knowledgeable, Communicators</p> <p>Approaches to Learning: Thinking Skills: Analysis Taking knowledgeable or ideas apart; separating into component parts; seeing relationship; finding unique characteristics.</p> <p>Communication Skills: Reading</p> <p>Learning outcomes: Music</p> <p>C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect</p> <p>C1.3 create musical compositions for specific purposes and audiences</p> <p>C1.5 demonstrate an understanding of musical signs and standard notation on the five-line staff, and use devised notation to record the sequence of sounds in a composition of their own</p> <p>C2.2 identify the elements used in the music they perform, listen to, and create, and describe how they are used</p>	<p>RELATED CONCEPTS: Relationships, Creativity, Audience</p> <p>Learner Profile: Risk-Taker, Principled</p> <p>Approaches to Learning: Self-Management Skills: Codes of Behavior</p> <p>Communication Skills: Presenting</p> <p>Learning Outcomes: Music:</p> <p>C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods</p> <p>C1.4 use the tools and techniques of musicianship in musical performances</p> <p>C2.1 express detailed personal responses to musical performances in a variety of ways</p> <p>C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members</p>	<ul style="list-style-type: none"> • Related Concepts: Interpretation, Imagination, Value Learner Profile: Caring, Open-minded <p>Approaches to Learning: Social Skills: Group Decision-Making</p> <p>Communication Skills: Non-verbal Communication</p> <p>Learning Outcome: Dance: A1.2 use dance as a language to explore and communicate ideas derived from a variety of literature sources</p> <p>Learning Outcome: Drama: B3.2 demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts</p> <p>Learning Outcome: Music: C3.1 identify the role of music in a community today and compare it to its role in a community of the past</p> <p>C3.2 demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities</p>
	<p style="text-align: center;">Standalone Unit</p> <p>Unit 1- Notation Transdisciplinary Theme:</p>	<p style="text-align: center;">Standalone Unit</p> <p>Unit 2- Performance Transdisciplinary Theme:</p>	<p style="text-align: center;">Standalone Unit</p> <p>Unit 3 - Creativity Transdisciplinary Theme:</p>

P6

HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central Idea:

Music is a form of communication.

Lines of Inquiry:

- Using musical language
- Characteristics of composing
- The way we play instruments
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Key Concepts:

- Function- How does it work?
- Responsibility- What are our obligations?
- Causation – Why is it like it is?

Related Concepts:

Notation, Communication, Techniques

Learner Profile:

Knowledgeable, Communicators

Approaches to Learning:

Thinking Skills: Analysis
Taking knowledgeable or ideas apart; separating into component parts; seeing relationship; finding unique characteristics.

HOW WE ORGANIZE OURSELVES

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Central Idea:

We create shared experiences through performance.

Lines of Inquiry:

- We practice to prepare for a performance
- We work together in a performance
- How to engage an audience

Key Concepts:

- Connection- What is the link to other things?
- Responsibility- What is our responsibility?
- Perspective- What are the points of view?

Related Concepts:

Relationships, Creativity, Audience

Learner Profile:

Risk-Taker, Principled

Approaches to Learning:

Self-Management Skills: Codes of Behavior

HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central Idea:

The arts allow us to explore the connections between ourselves and others.

Lines of Inquiry:

- Music enhances stories
- We respond to music through movements
- How music has changed over time

Key Concepts:

- Perspective- What are the points of view?
- Connection
- Change- How is it changing?

Related Concepts:

Interpretation, Imagination, Value

Learner Profile:

Caring, Open-minded

Approaches to Learning:

Social Skills: Group Decision-Making

Communication Skills: Non-verbal Communication

	<p>Communication Skills: Reading</p> <p>Learning outcomes: Music C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect</p> <p>C1.3 create musical compositions for specific purposes and audiences</p> <p>C1.5 demonstrate an understanding of standard and other types of musical notation through performance and composition</p> <p>C2.2 identify the elements of music in the music they perform, listen to, and create, and describe how they are used</p>	<p>Communication Skills: Presenting</p> <p>Learning Outcomes: Music: C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods</p> <p>C1.4 use the tools and techniques of musicianship in musical performances</p> <p>C2.1 express detailed personal responses to musical performances in a variety of ways</p> <p>C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and</p>	<p>Learning Outcome: Dance: A1.2 use dance as a language to explore and communicate ideas derived from a variety of literature sources</p> <p>Learning Outcome: Drama: B3.2 demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts</p> <p>Learning Outcome: Music: C3.1 identify the role of music in a community today and compare it to its role in a community of the past</p> <p>C3.2 demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities</p>
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P4:

Learning Outcomes

Dance

A1.3 create dance phrases using a variety of pattern forms

Drama

B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places

Music

C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods

C1.2 apply the elements of music when singing, playing an instrument, and moving

C1.3 create compositions for a specific purpose and a familiar audience

C1.4 use the tools and techniques of musicianship in musical performances

C1.5 demonstrate an understanding of standard and non-traditional musical notation

Reflecting, Responding and Analyzing

Learning Outcomes

Music

C2.1 express personal responses to musical performances in a variety of ways

C2.2 describe ways in which the elements of music are used in the music they perform, listen to, and create

C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members

P5:

Learning Outcomes

Dance

A1.2 use dance as a language to explore and communicate ideas derived from a variety of literature sources

Music

C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods

C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect

C1.3 create musical compositions for specific purposes and audiences

C1.4 use the tools and techniques of musicianship in musical performances

C1.5 demonstrate an understanding of musical signs and standard notation on the five-line staff, and use devised notation to record the sequence of sounds in a composition of their own

Reflecting, Responding and Analyzing

Learning Outcomes

Music

C2.1 express detailed personal responses to musical performances in a variety of ways

C2.2 identify the elements used in the music they perform, listen to, and create, and describe how they are used

C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members

Exploring Forms and Cultural Contexts

Learning Outcomes

Drama

B3.2 demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts

Music

C3.1 identify the role of music in a community today and compare it to its role in a community of the past

C3.2 demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities

P6:

Overall Expectations

Learning Outcomes

Dance

A1.2 use dance as a language to explore, interpret, and communicate ideas derived from a variety of literature sources

Drama

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

Music

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

C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect

C1.3 create musical compositions for specific purposes and audiences

C1.4 use the tools and techniques of musicianship in musical performances

C1.5 demonstrate an understanding of standard and other types of musical notation through performance and composition

Reflecting, Responding and Analyzing

Learning Outcomes

Music

C2.1 express detailed personal responses to musical performances in a variety of ways

C2.2 identify the elements of music in the music they perform, listen to, and create, and describe how they are used

C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members

Exploring Forms and Cultural Contexts

Learning Outcomes

Music

C3.1 identify and describe some of the key influences of music within contemporary culture

C3.2 demonstrate an awareness of the use of music and musical instruments in various traditions, from early times to today