

## HORIZONTAL AND VERTICAL PLANNER

2023-2024

Duration	Unit 1 Aug. 14– Oct. 20	Unit 2 Week 1 of November – Week 2 of January	Unit 3 Oct. 23 – Apr. 12	Unit 4 Apr.15 – Jun. 21
ECE A	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea:</b></p> <p>We use musical elements to express different ideas and feelings.</p> <p><b>Key Concepts:</b></p> <p>Form- What is it like?</p> <p>Function- How does it work?</p> <p>Connection- What is the link to other things?</p> <p><b>Related Concepts:</b></p> <p>Expression, Tempo, Pitch Creativity, Choice</p>	<p><b>Transdisciplinary Unit</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea:</b></p> <p>Exploration of materials creates opportunities for discovery and expression.</p> <p><b>Key concepts:</b></p> <p>Change – How is it transforming?</p> <p>Causation – Why is it like this?</p> <p>Perspective – What are the points of view?</p> <p><b>Related Concepts:</b></p> <p>Textures, Senses, Feelings, Expression</p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Organize Ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment.</p> <p><b>Central Idea:</b></p> <p>Every instrument has its own sound.</p> <p><b>Key Concepts:</b></p> <p>Form – What is it like?</p> <p>Connection – What is the link to other things?</p> <p>Function – How does it work?</p> <p><b>Related Concepts:</b></p> <p>Community</p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea:</b></p> <p>We express ourselves using words, actions, and music.</p> <p><b>Key Concepts:</b></p> <p>Form- What is it like?</p> <p>Function- How does it work?</p> <p>Connection- What is the link to other things?</p> <p><b>Related Concepts:</b></p> <p>Expression, Creativity, Emotion, Imagination, Collaboration, Confidence</p>

	<p><b>Lines of inquiry:</b></p> <p>Exploring various sounds</p> <p>Exploring musical elements (high/low, fast/slow)</p> <p>Creating movements</p> <p><b>Teacher Questions/Provocation:</b></p> <p>Can you associate familiar pictures with the correct sound?</p> <p>Can you copy the sound the teacher makes?</p> <p>Can you suggest your own voice sounds to pass around the circle?</p> <p>How do we move our bodies to a simple beat?</p> <p>How do we use our bodies to make different body sounds?</p> <p>How do we use instruments to make sounds?</p> <p>How can we recreate the sounds we heard by using our voices or bodies?</p> <p>Why do we add actions to songs?</p> <p>Can you make actions for a song?</p> <p>Can you clap to a steady beat?</p> <p>How do we express ourselves through dance?</p>	<p><b>Lines of Inquiry:</b></p> <p>Exploration of emotions using senses</p> <p>Properties and manipulation of materials</p> <p>Use of materials to express ourselves</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What do you see/hear?</p> <p>Can you describe that?</p> <p>What does it feel like?</p> <p>What feelings (emotions) can we have?</p> <p>What do you feel when you see/hear this?</p> <p>How does this music/art/story make you feel?</p> <p>Can you move how you feel?</p> <p>Can you show me how you feel (body language/drama/art/story/dance/music/construction)?</p> <p>What materials you use to show ...?</p> <p>How can you change this material?</p> <p><b>ATL Skills:</b></p> <p>T4.1 Reflect on their learning by asking questions such as:</p>	<p>Sound</p> <p>Instrument families</p> <p><b>Lines of Inquiry:</b></p> <p>Exploring different musical instruments</p> <p>How musical instruments make sound</p> <p>Creating instruments</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What kinds of instruments are there?</p> <p>How many families of instruments are there?</p> <p>Instruments are made of what kind of material?</p> <p>How do musical instruments produce sound?</p> <p>What is the connection that makes the instruments a family?</p> <p><b>ATL Skills:</b></p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p><b>Learner Profile Attributes:</b></p>	<p><b>Lines of inquiry:</b></p> <p>Storytelling with actions</p> <p>Using instruments to represent characters</p> <p>Musical story composition</p> <p><b>Teacher Questions/Provocation:</b></p> <p>How can we tell stories without using words?</p> <p>What are some different body parts we can use to show emotions or actions in a story?</p> <p>How can we use our bodies to express different emotions?</p> <p>How can we use instruments to represent different characters or emotions in a story?</p> <p>What are some different sounds we can create with instruments?</p> <p>How can we work together to create a musical piece that represents different characters or emotions?</p> <p>How can music enhance a story help us express different emotions?</p> <p>What are some different types of music and how do they make us feel?</p>
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	<p>What happens to the music when opposites are added?</p> <p>When opposites are added, what does it change in the music?</p> <p>What are opposites in music?</p> <p>How are the opposites connected within a musical composition?</p> <p>How do they make you feel about the music?</p> <p><b>ATL Skills:</b></p> <p>C. 1.3.7 Discuss and negotiate ideas and knowledge with peers and teachers.</p> <p>T 3. 7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p><b>Learner Profile Attributes:</b></p> <p>Communicator: Through music and movement, students are encouraged to express themselves and communicate their responses to the music.</p> <p>Inquirer: The unit encourages students to explore various sounds and musical elements, and to inquire about the connection between these elements and other things.</p> <p><b>Learning Outcomes:</b></p> <p><u>BELONG AND CONTRIBUTING</u></p>	<ul style="list-style-type: none"> <li>• What did I learn today?</li> <li>• What can I already do?</li> <li>• What will I work on next?</li> </ul> <p><b><u>Communication skills:</u></b></p> <p>C1.3.1 Express oneself using words and sentences.</p> <p><b><u>Research Skills:</u></b></p> <p>R2.2 Use media to communicate, share and connect with others.</p> <p><b>Learner Profile Attributes:</b></p> <p>Communicator</p> <p>Thinker</p> <p><b>Learning Outcomes:</b></p> <p><u>BELONG AND CONTRIBUTING</u></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><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>24.4 Select and use tools, equipment, and materials to construct things.</p>	<p>Inquirer</p> <p>Knowledgeable</p> <p>Caring</p> <p><b>Learning Outcomes:</b></p> <p><u>BELONG AND CONTRIBUTING</u></p> <p>31.2 Explore different elements of music</p> <p><u>Demonstrating Literacy &amp; Mathematics Behaviours</u></p> <p>1.1 Explore sounds, rhythms, and language structures, with guidance and on their own.</p> <p><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>24.4 Select and use tools, equipment, and materials to construct things.</p> <p><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>23.4 Communicate their understanding of something by representing their ideas and feelings through the arts.</p>	<p>How can we use movement and dance to create and express different musical pieces?</p> <p><b>ATL Skills:</b></p> <p>C1.2.3 Recognize the meaning of kinaesthetic communication (body language).</p> <p>T1.2.1 Organize information.</p> <p><b>Learner Profile Attributes:</b></p> <p>Thinker</p> <p>Communicator</p> <p><b>Learning Outcomes:</b></p> <p><u>BELONG AND CONTRIBUTING</u></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><u>DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS</u></p> <p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p> <p><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>23.2 Use problem-solving skills and their imagination to create music.</p>
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	<p>31.2 Explore different elements of music</p> <p><u>Demonstrating Literacy &amp; Mathematics Behaviours</u></p> <p>21.1 Express their responses to drama and dance</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>			
<b>Content link</b>	<p>High/low</p> <p>Fast/slow</p>	Individual exploration	Percussion instrument family	
<b>ECE B</b>	<p><b>Unit 1</b></p> <p><b>Aug.14 – Oct. 20</b></p>	<p><b>Unit 2</b></p> <p><b>Oct. 23 – Jan. 12</b></p>	<p><b>Unit 3</b></p> <p><b>Jan. 15 – Apr. 12</b></p>	<p><b>Unit 4</b></p> <p><b>Apr. 15 – Jun. 21</b></p>
	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea</b></p> <p>We use musical elements to express different ideas and feelings.</p> <p><b>Key Concepts:</b></p> <p>Form- What is it like?</p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea</b></p> <p>We express ourselves using body language and music.</p> <p><b>Key Concepts:</b></p> <p>Form- What is it like?</p>	<p><b>Transdisciplinary Unit</b></p> <p><b>How We express ourselves</b></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><b>Central Idea</b></p> <p>We have more than 100 languages to express our ideas.</p> <p><b>Key Concepts:</b></p> <p>Form – What is it like?</p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Organize Ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment.</p> <p><b>Central Idea:</b></p> <p>Every instrument has its own sound.</p> <p><b>Key Concepts:</b></p> <p>Form – What is it like?</p>

	<p>Function- How does it work?</p> <p>Connection- What is the link to other things?</p> <p><b>Related Concepts:</b></p> <p>Expression, Tempo, Pitch Creativity, Choice</p> <p><b>Lines of inquiry:</b></p> <p>Exploring various sounds</p> <p>Exploring musical elements (high/low, fast/slow, loud/soft)</p> <p>Creating movements</p> <p><b>Teacher Questions/Provocation:</b></p> <p>Can you associate familiar pictures with the correct sound?</p> <p>Can you copy the sound the teacher makes?</p> <p>Can you suggest your own voice sounds to pass around the circle?</p> <p>How do we move our bodies to a simple beat?</p> <p>How do we use our bodies to make different body sounds?</p> <p>How do we use instruments to make sounds?</p> <p>How can we recreate the sounds we heard by using our voices or bodies?</p> <p>Why do we add actions to songs?</p>	<p>Function- How does it work?</p> <p>Connection- What is the link to other things?</p> <p><b>Related Concepts:</b></p> <p>Expression, Creativity, Emotion, Imagination, Collaboration, Confidence</p> <p><b>Lines of inquiry:</b></p> <p>Storytelling with actions</p> <p>Using instruments to represent characters</p> <p>Musical story composition</p> <p><b>Teacher Questions/Provocation:</b></p> <p>How can we tell stories without using words?</p> <p>What are some different body parts we can use to show emotions or actions in a story?</p> <p>How can we use our bodies to express different emotions?</p> <p>How can we use instruments to represent different characters or emotions in a story?</p> <p>What are some different sounds we can create with instruments?</p> <p>How can we work together to create a musical piece that represents different characters or emotions?</p>	<p>Change – How is it transforming?</p> <p>Perspective – What are the points of view?</p> <p><b>Related Concepts:</b></p> <p>Sounds, Movement, Stories, Art, Culture</p> <p><b>Lines of inquiry:</b></p> <p>Expressing ourselves through sound &amp; movement</p> <p>Expressing ourselves visually</p> <p>Sharing our personal stories</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What are some emotions we may feel?</p> <p>How can we use colour or art to communicate our feelings to others?</p> <p>When we look at some artwork or listen to some music, how do we feel?</p> <p>What message might the artist or musician want to communicate?</p> <p>How can we use movement or sound to express our feelings to others?</p> <p>How can we communicate a story to others? Is there another way other than writing/book? (Data? Music? Sound? movement?)</p>	<p>Connection – What is the link to other things?</p> <p>Function – How does it work?</p> <p><b>Related Concepts:</b></p> <p>Community</p> <p>Sound</p> <p>Instrument families</p> <p><b>Lines of Inquiry:</b></p> <p>Exploring different musical instruments</p> <p>How musical instruments make sound</p> <p>Creating instruments</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What kinds of instruments are there?</p> <p>How many families of instruments are there?</p> <p>Instruments are made of what kind of material?</p> <p>How do musical instruments produce sound?</p> <p>What is the connection that makes the instruments a family?</p> <p><b>ATL Skills:</b></p>
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<p>Can you make actions for a song?</p> <p>Can you clap to a steady beat?</p> <p>How do we express ourselves through dance?</p> <p>What happens to the music when opposites are added?</p> <p>When opposites are added, what does it change in the music?</p> <p>What are opposites in music?</p> <p>How are the opposites connected within a musical composition?</p> <p>How do they make you feel about the music?</p> <p><b>ATL Skills:</b></p> <p>C. 1.3.7 Discuss and negotiate ideas and knowledge with peers and teachers.</p> <p>T 3. 7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p><b>Learner Profile Attributes:</b></p> <p>Communicator: Through music and movement, students are encouraged to express themselves and communicate their responses to the music.</p> <p>Inquirer: The unit encourages students to explore various sounds and musical elements, and to inquire about the</p>	<p>How can music enhance a story help us express different emotions?</p> <p>What are some different types of music and how do they make us feel?</p> <p>How can we use movement and dance to create and express different musical pieces?</p> <p><b>ATL Skills:</b></p> <p>C1.2.3 Recognize the meaning of kinaesthetic communication (body language).</p> <p>T1.2.1 Organize information.</p> <p><b>Learner Profile Attributes:</b></p> <p>Thinker</p> <p>Communicator</p> <p><b>Learning Outcomes:</b></p> <p><u>BELONG AND CONTRIBUTING</u></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><u>4.5 DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS</u></p> <p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p>	<p>Can we use sound or music to add to our stories?</p> <p>How can we respond to music through dance and movement?</p> <p>What is our culture? How can we express our culture to others?</p> <p>How else could we express ourselves (100 Languages) (ACTION)</p> <p><b>ATL Skills:</b></p> <p>C1.1.2 Listen actively and respectfully to others speak.</p> <p>C4.1.8 Communicate using a range of technologies and materials.</p> <p>SS1.2.1 Be aware of own and others' feelings.</p> <p><b>Learner Profile Attributes:</b></p> <p>Risk-taker</p> <p>Communicator</p> <p>Open-minded</p> <p><b>Learning Outcomes:</b></p> <p><u>BELONG AND CONTRIBUTING</u></p> <p>31. 2 Explore different elements of music.</p> <p><u>PROBLEM SOLVING AND INNOVATING</u></p>	<p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p><b>Learner Profile Attributes:</b></p> <p>Inquirer</p> <p>Knowledgeable</p> <p>Caring</p> <p><b>Learning Outcomes:</b></p> <p><u>BELONG AND CONTRIBUTING</u></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><u>Demonstrating Literacy &amp; Mathematics Behaviours</u></p> <p>1.1 Explore sounds, rhythms, and language structures, with guidance and on their own.</p> <p><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>24.4 Select and use tools, equipment, and materials to construct things.</p>
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	<p>connection between these elements and other things.</p> <p><b>Learning Outcomes:</b></p> <p><u>BELONG AND CONTRIBUTING</u></p> <p>31.2 Explore different elements of music</p> <p><u>Demonstrating Literacy &amp; Mathematics Behaviours</u></p> <p>21.1 Express their responses to drama and dance</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><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>23.2 Use problem-solving skills and their imagination to create music.</p>	<p>23.1 Use problem-solving skills and their imagination to create drama and dance.</p>	
<b>Content link</b>	High/low, fast/slow + <b>loud/soft</b>	Collaborative storytelling	Percussion instrument family + <b>string instrument family</b>	
<b>P1</b>	<p><b>Unit 1</b></p> <p><b>Aug. 14 – Oct. 20</b></p>	<p><b>Unit 2</b></p> <p><b>Oct. 23– Jan. 12</b></p>	<p><b>Unit 3</b></p> <p><b>Jan. 15 – Apr. 19</b></p>	<p><b>Unit 4</b></p> <p><b>Apr. 22 – Jun. 21</b></p>
	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea:</b></p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Organize Ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Organize Ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Transdisciplinary</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea:</b></p>

	<p>We use musical elements to express our ideas and feelings.</p> <p><b>Key Concepts:</b></p> <p>Form- What is it like?</p> <p>Function- How does it work?</p> <p>Connection- What is the link to other things?</p> <p><b>Related Concepts:</b></p> <p>Movement, Beat, Rhythm, Notation</p> <p><b>Lines of Inquiry:</b></p> <p>Exploring musical elements- rhythm, dynamic, tempo, and pitch</p> <p>How we use musical elements</p> <p>Creating compositions</p> <p><b>Teacher Questions/Provocation:</b></p> <p>Same and different</p> <p>What is beat?</p> <p>What is rhythm?</p> <p>Can you feel the beat?</p> <p>What is the relationship between beat and rhythm?</p> <p>How do beat and rhythm work together?</p> <p><b>ATL Skills:</b></p> <p>C1.1.1 Listen to information.</p>	<p><b>Central Idea:</b></p> <p>We use symbols to communicate our ideas and feeling.</p> <p><b>Key Concepts:</b></p> <p>Form – What is it like?</p> <p>Connection – What is the link to other things?</p> <p>Function – How does it work?</p> <p><b>Related Concepts:</b></p> <p>Symbols, Notation</p> <p><b>Lines of Inquiry:</b></p> <p>Exploring musical symbols</p> <p>Music symbols can change sound</p> <p>How symbols organize music</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What are musical symbols?</p> <p>What kinds of musical symbols do we have?</p> <p>Why do we need musical symbols?</p> <p>Can you recognize musical notation?</p> <p><b>ATL Skills:</b></p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p>	<p><b>Central Idea:</b></p> <p>Every instrument has its own sound.</p> <p><b>Key Concepts:</b></p> <p>Form – What is it like?</p> <p>Connection – What is the link to other things?</p> <p>Function – How does it work?</p> <p><b>Related Concepts:</b></p> <p>Community, Sound</p> <p>Instrument families</p> <p><b>Lines of Inquiry:</b></p> <p>Characteristics of instruments</p> <p>Different materials create different sounds</p> <p>Creating and playing instruments</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What kinds of instruments are there?</p> <p>How many families of instruments are there?</p> <p>Instruments are made of what kind of material?</p> <p>How do musical instruments produce sound?</p> <p>What is the connection that makes the instruments a family?</p>	<p>Stories are expressions of our ideas, feelings, and beliefs.</p> <p><b>Key concepts:</b></p> <p>Form – What is it like?</p> <p>Perspective – What are the points of view?</p> <p>Function – How does it work?</p> <p><b>Related Concepts:</b></p> <p>Interpretation, Messages, Stories, Theme.</p> <p><b>Lines of Inquiry:</b></p> <p>Stories include different elements.</p> <p>Feelings and beliefs inspire stories.</p> <p>Stories can be created and shared.</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What is a story? (parts)</p> <p>Why does the story make you feel a certain way?</p> <p>How can you tell and a share story?</p> <p><b>ATL Skills:</b></p> <p>C1.3.2 Participate in conversations.</p> <p>C1.3.3 Negotiate ideas and knowledge with peers and teachers.</p> <p>T3.1 Make connections between units of inquiry.</p>
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	<p>SS1.2.1 Be aware of own and others' feelings.</p> <p><b>Learner Profile Attributes:</b></p> <p>Thinker</p> <p>Communicator</p> <p><b>Learning Outcomes:</b></p> <p><u>BELONG AND CONTRIBUTING</u></p> <p>31.2 Explore different elements of music</p> <p><u>DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS</u></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>C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p><b>Learner Profile Attributes:</b></p> <p>Knowledgeable</p> <p>Thinker</p> <p>Communicator</p> <p><b>Learning Outcomes:</b></p> <p><u>BELONG AND CONTRIBUTING</u></p> <p>31.2 Explore different elements of music</p> <p><u>Demonstrating Literacy &amp; Mathematics Behaviours</u></p> <p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p> <p><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>23.2 Use problem-solving skills and their imagination to create music.</p>	<p><b>ATL Skills:</b></p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p><b>Learner Profile Attributes:</b></p> <p>Inquirer</p> <p>Knowledgeable</p> <p>Caring</p> <p><b>Learning Outcomes:</b></p> <p><u>BELONG AND CONTRIBUTING</u></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><u>Demonstrating Literacy &amp; Mathematics Behaviours</u></p> <p>1.1 Explore sounds, rhythms, and language structures, with guidance and on their own.</p> <p><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>24.4 Select and use tools, equipment, and materials to construct things.</p>	<p><b>Learner Profile Attributes:</b></p> <p>Open-minded</p> <p>Reflective</p> <p>Communicator</p> <p><b>Learning Outcomes:</b></p> <p><u>Demonstrating Literacy &amp; Mathematics Behaviours</u></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><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>23.2 Use problem-solving skills and their imagination to create music.</p>
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<b>Content link</b>	Musical elements- rhythm, dynamic, tempo, and pitch	Musical notes, rests, and dynamics	Percussion, string, woodwind, + <b>brass instrument family</b>	
<b>P2</b>	<b>Unit 1</b>  <b>Aug. 14 – Oct. 20</b>	<b>Unit 2</b>  <b>Oct. 23– Jan. 12</b>	<b>Unit 3</b>  <b>March 25 – April 30</b>	<b>Unit 4</b>  <b>January 15 – June 21</b>
	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea:</b></p> <p>We compose music with different musical elements to express our ideas and feelings.</p> <p><b>Key Concepts:</b></p> <p>Form- What is it like?</p> <p>Function- How does it work?</p> <p>Connection- What is the link to other things?</p> <p><b>Related Concepts:</b></p> <p>Patterns, Rhythm, Beat</p> <p><b>Lines of Inquiry:</b></p> <p>Exploring musical elements – pitch, rhythm, dynamic, tempo (Form)</p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Organize Ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment.</p> <p><b>Central Idea:</b></p> <p>Instruments are made from different materials to make a variety of sounds.</p> <p><b>Key Concepts:</b></p> <p>Function – How does it work?</p> <p>Form – What is it like?</p> <p>Connection – What is the link to other things?</p> <p><b>Related Concepts:</b></p> <p>Community, Sound, Instrument families</p> <p><b>Lines of Inquiry:</b></p>	<p><b>Transdisciplinary Unit</b></p> <p><b>Sharing the Planet</b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p><b>Central Idea:</b></p> <p>Changes in the environments can affect animal growth and survival.</p> <p><b>Key Concepts:</b></p> <p>Change - How is it transforming?</p> <p>Causation - Why is it as it is?</p> <p>Responsibility (What are our obligations?)</p> <p><b>Related Concepts:</b></p> <p>Change, Survival, growth</p> <p><b>Lines of Inquiry:</b></p> <p>Changes in the environment that affect animals.</p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Organize Ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment.</p> <p><b>Central Idea:</b></p> <p>We use symbols to communicate our ideas and feeling.</p> <p><b>Key Concepts:</b></p> <p>Form – What is it like?</p> <p>Change - How is it transforming?</p> <p>Function – How does it work?</p> <p><b>Related Concepts:</b></p> <p>Symbols, Notation</p> <p><b>Lines of Inquiry:</b></p> <p>Exploring musical symbols (Form)</p>

<p>How we use musical elements (Function)</p> <p>Creating compositions (connection)</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What is beat?</p> <p>What is rhythm?</p> <p>What is pitch?</p> <p>What is dynamic?</p> <p>What is the difference between beat and rhythm?</p> <p>What is the relationship between beat and rhythm?</p> <p><b>ATL Skills:</b></p> <p>T1.1.2 Consider meaning taken from materials and events.</p> <p>SS1.1.4 Practise empathy and care for others.</p> <p><b>Learner Profile Attributes:</b></p> <p>Risk-taker</p> <p>Thinker</p> <p>Communicator</p> <p><b>Learning Outcomes:</b></p> <p><u>CREATING AND PERFORMING</u></p> <p>C1.2 apply the elements of music when singing, playing and instrument, and moving</p>	<p>Characteristics of instruments (Form)</p> <p>Different materials create different sounds (Function)</p> <p>Creating and playing instruments (connection)</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What kinds of instruments are there?</p> <p>How many families of instruments are there?</p> <p>Instruments are made of what kind of material?</p> <p>How do musical instruments produce sound?</p> <p>What is the connection that makes the instruments a family?</p> <p><b>ATL Skills:</b></p> <p>T1.1.6 Consider meaning of materials.</p> <p>C1.1.5 Listen actively to other perspectives and ideas.</p> <p><b>Learner Profile Attributes:</b></p> <p>Inquirer</p> <p>Knowledgeable</p> <p>Caring</p> <p><b>Learning Outcomes:</b></p> <p><u>CREATING AND PERFORMING</u></p>	<p>Reasons why animals are endangered.</p> <p>Actions people can take to help animals.</p> <p><b>Teacher Questions/Provocation:</b></p> <p>How do changes in the environment occur?</p> <p>How do changes in the environment affect animals?</p> <p>Why do some animals become endangered?</p> <p>What can we do to help animals?</p> <p><b>ATL Skills:</b></p> <p>SM1.12 Take on and complete tasks as agreed.</p> <p>T1.1.5 Observe carefully in order to recognize problems.</p> <p>C1.3.4 Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Learner Profile Attributes:</b></p> <p>Caring</p> <p>Communicator</p> <p><b>Learning Outcomes:</b></p> <p><u>CREATING AND PERFORMING</u></p> <p>C 1.3 Create compositions for a specific purpose and a familiar audience</p>	<p>Musical symbols can change sound (Change)</p> <p>Musical symbols organize music (Function)</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What are musical symbols?</p> <p>What kinds of musical symbols do we have?</p> <p>Why do we need musical symbols?</p> <p>Can you recognize musical notation?</p> <p><b>ATL Skills:</b></p> <p>C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p>SS1. 1. 3 Help others.</p> <p><b>Learner Profile Attributes:</b></p> <p>Knowledgeable</p> <p>Thinker</p> <p>Communicator</p> <p><b>Learning Outcomes:</b></p> <p><u>CREATING AND PERFORMING</u></p> <p>C1.5 demonstrate understanding that sounds can be represented by symbols</p>
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	<p>C1.3 create simple compositions for a specific purpose and a familiar audience</p> <p><u>REFLECTING, RESPONDING AND ANALYZING</u></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>C1.4 use the tools and techniques of musicianship in musical performances</p> <p><u>REFLECTING, RESPONDING AND ANALYZING</u></p> <p>C2.1 express initial reactions and personal responses to musical performances in a variety of ways</p> <p><u>EXPLORING FORMS AND CULTURAL CONTEXTS</u></p> <p>C3.1 identify and describe musical experiences in their own lives</p>	<p><u>REFLECTING, RESPONDING AND ANALYZING</u></p> <p>C2.2 Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create</p>	<p>C1.3 create compositions for a specific purpose and a familiar audience</p> <p><u>Reflecting, responding and analyzing:</u></p> <p>C2.2 describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create</p>
<b>Content link</b>	Creating compositions: musical notation on the staff	All instrument families + <b>Playing instruments: glockenspiel and xylophone</b>	Musical notes, rests, and dynamics + <b>dynamics, tempo markings</b>	
<b>P3</b>	<p><b>Unit 1</b></p> <p><b>Aug. 14 – Oct. 20</b></p>	<p><b>Unit 2</b></p> <p><b>Oct. 23– Jan. 12</b></p>	<p><b>Unit 3</b></p> <p><b>Jan. 15 – March 08</b></p>	<p><b>Unit 4</b></p> <p><b>March 11 – Jun. 21</b></p>
	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea:</b></p> <p>We compose music with different musical elements to express our ideas and feelings.</p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Organize Ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment.</p> <p><b>Central Idea:</b></p>	<p><b>Transdisciplinary Unit</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea:</b></p> <p>Signs and symbols facilitate local and global communication.</p> <p><b>Key Concepts:</b></p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea:</b></p> <p>We explore movements and expression through dance.</p> <p><b>Key Concepts:</b></p>

	<p><b>Key Concepts:</b></p> <p>Form- What is it like?</p> <p>Function- How does it work?</p> <p>Connection- What is the link to other things?</p> <p><b>Related Concepts:</b></p> <p>Patterns, Rhythm, Beat</p> <p><b>Lines of Inquiry:</b></p> <p>Musical elements – pitch, rhythm, dynamic, tempo</p> <p>How we use musical elements</p> <p>Creating compositions</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What is beat?</p> <p>What is rhythm?</p> <p>What is pitch?</p> <p>What is dynamic?</p> <p>What is the difference between beat and rhythm?</p> <p>What is the relationship between beat and rhythm?</p> <p><b>ATL Skills:</b></p> <p>T1.1.2 Consider meaning taken from materials and events.</p>	<p>Instruments are made from different materials to make a variety of sounds.</p> <p><b>Key Concepts:</b></p> <p>Function – How does it work?</p> <p>Form – What is it like?</p> <p>Connection – What is the link to other things?</p> <p><b>Related Concepts:</b> Community, Sound, Instrument families</p> <p><b>Lines of Inquiry:</b></p> <p>Characteristics of instruments</p> <p>Different materials create different sounds</p> <p>Creating and playing instruments</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What kinds of instruments are there?</p> <p>How many families of instruments are there?</p> <p>Instruments are made of what kind of material?</p> <p>How do musical instruments produce sound?</p> <p>What is the connection that makes the instruments a family?</p> <p><b>ATL Skills:</b></p>	<p>Function – How does it work?</p> <p>Perspective – What are the points of view?</p> <p>Causation – Why is it like it is?</p> <p><b>Related Concepts:</b></p> <p>Symbols, Organization, Communication</p> <p><b>Lines of Inquiry:</b></p> <p>Signs and symbols around us.</p> <p>Signs and symbols foster communication.</p> <p>How we create signs and symbols.</p> <p><b>Teacher Questions/Provocation:</b></p> <p>What is a sign/symbol?</p> <p>What does it look like?</p> <p>How does this sign/symbol work?</p> <p>What are other ways that we can communicate without words?</p> <p><b>ATL Skills:</b></p> <p>SS1.1.9 Build consensus and negotiate effectively.</p> <p>R1.4.5 Present information in a variety of formats and platforms.</p> <p>C1.2.1 Interpret visual, audio and oral communication: recognizing and</p>	<p>Form – What is it like?</p> <p>Connection – What is the link to other things?</p> <p>Perspective - What are the points of view?</p> <p><b>Related Concepts:</b></p> <p>Communication, Collaboration, Cultural identity. Creativity</p> <p><b>Lines of Inquiry:</b></p> <p>Elements of dance</p> <p>Dance styles and cultures</p> <p>Choreography and performance</p> <p><b>Teacher Questions/Provocation:</b></p> <p>How can you use your body to create different dance movements?</p> <p>How does the use of space affect the way you perform a dance?</p> <p>How can you use energy and dynamics to express different emotions through dance?</p> <p>What are some different dance styles from various cultures around the world?</p> <p>How do the movements, costumes, and music differ in each dance style?</p>
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	<p>SS1.1.4 Practise empathy and care for others.</p> <p><b>Learner Profile Attributes:</b></p> <p>Risk-taker</p> <p>Thinker</p> <p>Communicator</p> <p><b>Learning Outcomes:</b></p> <p><u>CREATING AND PERFORMING</u></p> <p>C1.2 apply the elements of music when singing, playing and instrument, and moving</p> <p>C1.3 create simple compositions for a specific purpose and a familiar audience</p> <p><u>REFLECTING, RESPONDING AND ANALYZING</u></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>T1.1.6 Consider meaning of materials.</p> <p>C1.1.5 Listen actively to other perspectives and ideas.</p> <p><b>Learner Profile Attributes:</b></p> <p>Inquirer</p> <p>Knowledgeable</p> <p>Caring</p> <p><b>Learning Outcomes:</b></p> <p><u>CREATING AND PERFORMING</u></p> <p>C1.4 use the tools and techniques of musicianship in musical performances</p> <p><u>REFLECTING, RESPONDING AND ANALYZING</u></p> <p>C2.1 express initial reactions and personal responses to musical performances in a variety of ways</p> <p><u>EXPLORING FORMS AND CULTURAL CONTEXTS</u></p> <p>C3.1 identify and describe musical experiences in their own lives</p>	<p>creating signs, interpreting and using symbols and sounds.</p> <p><b>Learner Profile Attributes:</b></p> <p>Communicators</p> <p>Open-Minded</p> <p><b>Learning Outcomes:</b></p> <p><u>CREATING AND PERFORMING</u></p> <p>C1. 3 create simple compositions for a specific purpose and a familiar audience</p> <p>C1.5 use symbols to represent sounds and sounds to represent musical symbols</p>	<p>What can we learn from the cultural traditions and stories behind these dance styles?</p> <p>How can you work together with others to create a dance routine?</p> <p>What are some ways to effectively communicate and share ideas during the choreography process?</p> <p>How can you use your body and facial expressions to connect with the audience during a performance?</p> <p><b>ATL Skills:</b></p> <p>C 1.2.3 Recognize the meaning of kinesthetic communication (body language)</p> <p>T3.7 combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p><b>Learner Profile Attributes:</b></p> <p>Risk-taker</p> <p>Principled</p> <p><b>Learning Outcomes:</b></p> <p><u>CREATING AND PERFORMING</u></p> <p>A1.2 use dance as a language to represent the main ideas in poems and stories, with a focus on body and space</p> <p><u>REFLECTING, RESPONDING AND ANALYZING</u></p>
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				<p>A2. 3 Identify and give examples of their strengths and areas for growth as dance creators and audience members</p> <p>C2. 2 Describe ways in which the elements of music are used for different purpose in the music they perform, listen to, and create</p>
<b>Content link</b>	Musical notation and using a digital device for composing music.	All instrument families + Playing instruments: glockenspiel and xylophone + <b>bucket drum</b>		
<b>Duration</b>	<b>Unit 1</b>  <b>Aug. 14 – Oct. 20</b>	<b>Unit 2</b>  <b>Oct 23. – Jan. 12</b>	<b>Unit 3</b>  <b>Jan. 15 – Mar. 8th</b>	<b>Unit 4</b>  <b>Apr. 12 – Jun. 21</b>
<b>P4</b>	<b>Stand Alone Unit</b>  <b>How the World Works</b>  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.  <b>Central Idea:</b>  We can create meaning using patterns and symbols.  <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>Form- What is it like?</li> <li>Function- How does it work?</li> <li>Connection- How is it linked to other things?</li> </ul>	<b>Stand Alone Unit</b>  <b>How We Express Ourselves</b>  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.  <b>Central Idea:</b>  We can extend and enjoy our creativity through performance.  <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>Form- What is it like?</li> <li>Connection- How is it linked to other things?</li> <li>Responsibility- What are our obligations?</li> </ul>	<b>Transdisciplinary Unit</b>  <b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives  <b>Central Idea: Light and Sound</b>  Light and sound help us experience our world.  <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>Responsibility – What are our obligations?</li> <li>Connection – How is it linked to other things?</li> <li>Perspective – What are the points of view?</li> </ul>	<b>Stand Alone Unit</b>  <b>Who We Are</b>  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.  <b>Central Idea:</b>  We can create art to express who we are as individuals and community.  <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>Connection – How is it linked to other things?</li> <li>Responsibility – What are our obligations?</li> <li>Causation – Why is it as it is?</li> </ul>

	<p><b>Related Concepts:</b></p> <p>Symbols, Rhythm, Notation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Shapes can represent sounds.</li> <li>• Music symbols convey meaning.</li> <li>• Language can be used to describe music.</li> </ul> <p><b>Teachers Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the use of shapes and patterns represent and convey specific sound or musical elements?</li> <li>• In what ways do music symbols and notation systems contribute to the understanding and interpretation of musical compositions?</li> <li>• How can language be effectively used to describe and analyze music, allowing students to communicate their understanding and interpretations of musical pieces?</li> </ul> <p><b>Approaches to Learning:</b></p> <p><b>Thinking skills:</b></p> <p><b>T1.1.7</b> take knowledge or ideas apart by separating them into component parts.</p> <p><b>Communication skills:</b></p> <p><b>C2.1.1</b> read a variety of sources for information and for pleasure.</p> <p><b>Learner Profile:</b></p>	<p><b>Related Concepts:</b></p> <p>Expression, Connection, Audience</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Lyrics: How does lyrics have meaning</li> <li>• Performance Types: What are the types we can deliver performances.</li> <li>• Ensembles and the characteristics of instruments</li> </ul> <p><b>Teachers Questions</b></p> <ul style="list-style-type: none"> <li>• How does the use of lyrics in music and poetry contribute to the overall meaning and expression of a piece?</li> <li>• In what ways are different types of performances, such as solo, ensemble, or theatrical, linked to the expression of artistic ideas and the connection with the audience?</li> <li>• What are the responsibilities and obligations of performers in an ensemble, and how do the characteristics of different instruments contribute to the overall sound and dynamics of the group?</li> </ul> <p><b>Approaches to Learning:</b></p> <p><b>Self- Management Skills:</b></p> <p><b>SM1.12</b> Take on and complete tasks as agreed.</p> <p><b>Communication skills</b></p>	<p><b>Related Concepts:</b></p> <p>Properties, Manipulation, Waves</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Properties of light and sound</li> <li>• How light and sound work</li> <li>• Using light and sound to help others.</li> </ul> <p><b>Teachers Questions</b></p> <ul style="list-style-type: none"> <li>• What is light and sound?</li> <li>• What are the properties of light and sound?</li> <li>• How does light and sound work?</li> <li>• How can light and sound help others?</li> </ul> <p><b>Approaches to Learning:</b></p> <p><b>Research Skills</b></p> <p>R1.2.4 Gather information from a variety of primary and secondary sources.</p> <p>R1.3.3 Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams.</p> <p><b>Communication Skills</b></p> <p>C2.1.2 Read critically and for comprehension.</p> <p><b>Learner Profile:</b></p>	<p><b>Related Concepts:</b></p> <p>Expression, Expression, Communication</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Storytelling – How do stories give us insight into peoples' lives.</li> <li>• Improvisation -How can we create music spontaneously.</li> <li>• Composition – How does music notation helps us write our ideas.</li> </ul> <p><b>Teachers Questions</b></p> <ul style="list-style-type: none"> <li>• How do stories, through the art of storytelling, provide us with valuable insights into the lives and experiences of individuals and communities?</li> <li>• In what ways can we create music spontaneously through improvisation, and how does this form of expression contribute to our understanding of ourselves and our community?</li> <li>• How does the use of music notation in composition helps us to effectively write and communicate our musical ideas, allowing us to express our individual and collective identities?</li> </ul> <p><b>Approaches to Learning:</b></p> <p><b>Social Skills:</b></p> <p><b>SS1.1.6</b> Listen closely to others' perspectives and to instructions.</p>
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	<p>Thinkers, Communicators</p> <p><b>Learning Outcomes: Music</b></p> <p><b>C1.2</b> apply the elements of music when singing, playing an instrument, and moving.</p> <p><b>C1.5</b> demonstrate an understanding of standard and non-traditional musical notation.</p>	<p><b>C1.3.4</b> Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Learner Profile:</b></p> <p>Principled, Caring</p> <p><b>Learning outcomes: Music:</b></p> <p><b>C1.1</b> 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><b>C1.4</b> use the tools and techniques of musicianship in musical performances.</p> <p><b>C2.1</b> express personal responses to musical performances in a variety of ways</p> <p><b>C2.3</b> identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.</p>	<p>Thinker, Risk takers</p> <p><b>Learning outcomes: Music</b></p> <p><b>C2.2</b> Describe ways in which the elements of music are used in the music they perform, listen to, and create.</p>	<p><b>Communication Skills: C2.2.1</b> Use appropriate forms of writing for different purposes and audiences.</p> <p><b>Learner Profile:</b></p> <p>Balanced, Open-minded</p> <p><b>Learning Outcomes: Dance:</b></p> <p><b>A1.3</b> create dance phrases using a variety of pattern forms.</p> <p><b>Learning Outcomes: Drama:</b></p> <p><b>B1.1</b> 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> <p><b>Learning Outcomes: Music:</b></p> <p><b>C1.3</b> create compositions for a specific purpose and a familiar audience.</p>
P5	<p><b>Unit 1</b></p> <p><b>Aug. 14 – Oct. 20</b></p>	<p><b>Unit 2</b></p> <p><b>Oct. 23– Jan. 12</b></p>	<p><b>Unit 3</b></p> <p><b>Jan. 15 – Apr. 12</b></p>	<p><b>Unit 4</b></p> <p><b>Apr. 15 – Jun. 21</b></p>
	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></p>	<p><b>Transdisciplinary Unit</b></p> <p><b>Sharing the planet</b></p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></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><b>Central Idea:</b></p> <p>Music is a form of communication.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function- How does it work?</li> <li>• Responsibility- What are our obligations?</li> <li>• Causation – Why is it as it is?</li> </ul> <p><b>Related Concepts:</b></p> <p>Notation, Communication, Techniques</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reading Music – How we use musical language.</li> <li>• Writing Music – What are the characteristics of composition.</li> <li>• Playing Instruments – How do we play instruments.</li> </ul> <p><b>Teacher questions</b></p> <ul style="list-style-type: none"> <li>• What can we communicate through music?</li> <li>• How can we use music to communicate?</li> <li>• How can we communicate with instruments?</li> </ul>	<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><b>Central Idea:</b></p> <p>We create shared experiences through performance.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Connection- How is it linked to other things?</li> <li>• Responsibility- What are our obligations?</li> <li>• Perspective- What are the points of view?</li> </ul> <p><b>Related Concepts:</b></p> <p>Relationships, Audience, Creativity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Practice Strategies and Techniques – How do we practice preparing for a performance.</li> <li>• Shared Responsibilities – How do we work together in a performance.</li> <li>• Audience Engagement - How to engage an audience.</li> </ul> <p><b>Teacher Questions:</b></p> <ul style="list-style-type: none"> <li>• Who is involved in a performance?</li> </ul>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p> <p><b>Central Idea: Energy</b></p> <p>Energy exists in various forms and performs multiple functions in our modern world.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form - What is it like?</li> <li>• Change – How is it transforming?</li> <li>• Causation – Why is it like it is?</li> </ul> <p><b>Related Concepts:</b></p> <p>Energy, Transformation, Storage, Consumption, Conservation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Forms of Energy.</li> <li>• How uses of energy affect energy consumption.</li> <li>• Ways we can improve energy conservation.</li> </ul> <p><b>Teacher Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the different forms of energy?</li> <li>• What role does energy play in our lives?</li> <li>• Must we need to reduce the amount of energy we consume?</li> </ul>	<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><b>Central Idea:</b></p> <p>The arts are interconnected and allow us to explore the connections between ourselves and others.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Perspective- What are the points of view?</li> <li>• Connection – How is it linked to other things?</li> <li>• Change- How is it transforming?</li> </ul> <p><b>Related Concepts:</b></p> <p>Imagination, Relationships, Interpretation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Drama Exploration – How does music enhances stories.</li> <li>• Storytelling through Dance – How do we respond to music through movements.</li> <li>• How music has changed over time.</li> </ul> <p><b>Teacher Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the connection between music and drama?</li> <li>• What is the role of music in drama?</li> </ul>
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	<p><b>Approaches to Learning:</b></p> <p><b>Thinking skills:</b></p> <p><b>T1.1.7</b> take knowledge or ideas apart by separating them into component parts.</p> <p><b>Communication skills:</b></p> <p><b>C2.1.1</b> read a variety of sources for information and for pleasure.</p> <p><b>Learner Profile:</b></p> <p>Knowledgeable, Communicator</p> <p><b>Learning outcomes: Music</b></p> <p><b>C1.2</b> apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.</p> <p><b>C1.3</b> create musical compositions for specific purposes and audiences.</p> <p><b>C1.5</b> 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><b>C2.2</b> identify the elements used in the music they perform, listen to, and create, and describe how they are used.</p>	<ul style="list-style-type: none"> <li>What kinds of performances are there?</li> </ul> <p><b>Approaches to Learning:</b></p> <p><b>Self- Management Skills:</b></p> <p><b>SM1.12</b> Take on and complete tasks as agreed.</p> <p><b>Communication skills</b></p> <p><b>C1.3.4</b> Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Learner Profile:</b></p> <p>Risk-Taker, Principled</p> <p><b>Learning Outcomes: Music:</b></p> <p><b>C1.1</b> 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><b>C1.4</b> use the tools and techniques of musicianship in musical performances.</p> <p><b>C2.1</b> express detailed personal responses to musical performances in a variety of ways.</p> <p><b>C2.3</b> identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.</p>	<p><b>Approaches to Learning:</b></p> <p><b>T1.3.5</b> Propose and evaluate a variety of solutions.</p> <p><b>R1.2.6</b> Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p> <p><b>C1.3.4</b> Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Learner Profile:</b></p> <p>Principled, Reflective</p> <p><b>Learning outcomes: Music</b></p> <p><b>C2.2</b> identify the elements used in the music they perform, listen to, and create and describe how they are used</p>	<ul style="list-style-type: none"> <li>How can music affect drama?</li> <li>How can we express ourselves using music, drama, and storytelling?</li> </ul> <p><b>Approaches to Learning:</b></p> <p><b>Social Skills:</b></p> <p><b>SS1.1.6</b> Listen closely to others' perspectives and to instructions.</p> <p><b>Communication Skills: C2.2.1</b> use appropriate forms of writing for different purposes and audiences.</p> <p><b>Learner Profile:</b></p> <p>Caring, Open-minded</p> <p><b>Learning Outcome: Dance:</b></p> <p><b>A1.2</b> use dance as a language to explore and communicate ideas derived from a variety of literature sources.</p> <p><b>Learning Outcome: Drama:</b></p> <p><b>B3.2</b> demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts.</p> <p><b>Learning Outcome: Music:</b></p> <p><b>C3.1</b> identify the role of music in a community today and compare it to its role in a community of the past.</p> <p><b>C3.2</b> demonstrate an awareness, through listening, of the</p>
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				characteristics of musical forms and traditions of diverse times, places, and communities.
<b>P6</b>	<b>Unit 1</b>  <b>Aug. 15 – Sep. 23</b>	<b>Unit 2</b>  <b>Oct. 23– Jan. 12</b>	<b>Unit 3</b>  <b>Jan. 15 – Mar. 8th</b>	<b>Unit 4</b>  <b>Apr. 15 – Jun. 21</b>
	<b>Transdisciplinary Unit</b>  <b><i>Where we are in place and time</i></b>  An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives  <b>Central Idea: Migration</b>  Stories of migration build understanding of people’s challenges and opportunities  <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>• Causation – Why is it as it is?</li> <li>• Perspective – What are the points of view?</li> <li>• Responsibility – What are our obligations?</li> </ul> <b>Related Concepts:</b> Interpretation, Contribution, settlement  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• The reason why people migrate</li> <li>• Migration throughout history.</li> </ul>	<b>Stand Alone Unit</b>  <b>How We Express Ourselves</b>  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.  <b>Central Idea:</b>  Music is a form of communication.  <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>• Function- How does it work?</li> <li>• Responsibility- What are our obligations?</li> <li>• Causation – Why is it as it is?</li> </ul> <b>Related Concepts:</b>  Notation, Communication, Techniques.  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Reading Music – How we use musical language.</li> <li>• Writing Music – What are the characteristics of composition.</li> </ul>	<b>Stand Alone Unit</b>  <b>How We Organize Ourselves</b>  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.  <b>Central Idea:</b>  We create shared experiences through performance.  <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>• Connection- How is it linked to other things?</li> <li>• Responsibility- What are our obligations?</li> <li>• Perspective- What are the points of view?</li> </ul> <b>Related Concepts:</b>  Relationships, Audience, Creativity  <b>Lines of Inquiry:</b>	<b>Stand Alone Unit</b>  <b>How We Express Ourselves</b>  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.  <b>Central Idea:</b>  The arts are interconnected and allows us to explore the connections between ourselves and others.  <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>• Perspective- What are the points of view?</li> <li>• Connection – How is it linked to other things?</li> <li>• Change- How is it transforming?</li> </ul> <b>Related Concepts:</b>  Imagination, Relationships, Interpretation  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Drama Exploration – How does music enhances stories.</li> </ul>

	<ul style="list-style-type: none"> <li>Personal and social contributions of migration on communities and cultures.</li> </ul> <p><b>Teacher questions</b></p> <ul style="list-style-type: none"> <li>Why do people leave their homes? (factual)</li> <li>What are some strategies used to resolve conflicts arising in a diverse setting? (conceptual)</li> <li>Does migration result in truly multi-cultural third –culture kids/ adults? (debatable)</li> </ul> <p><b>Approaches to Learning:</b></p> <p><b>R1.1.5</b> Evaluate and select appropriate information sources and/or digital tools based on the task.</p> <p><b>SS1.1.13</b> Advocate for one’s own rights and needs, and those of others.</p> <p><b>T1.2.8</b> Synthesize new understandings by finding unique characteristics; seeing relationships and connections.</p> <p><b>Learner Profile:</b></p> <p>Principled, Knowledgeable</p> <p><b>Learning outcomes: Music</b></p> <p>C3.1 identify and describe some of the key influences of music within contemporary culture</p>	<ul style="list-style-type: none"> <li>Playing Instruments – How do we play instruments.</li> </ul> <p><b>Teacher questions</b></p> <ul style="list-style-type: none"> <li>What can we communicate through music?</li> <li>How can we use music to communicate?</li> <li>How can we communicate with instruments?</li> </ul> <p><b>Approaches to Learning:</b></p> <p><b>Thinking skills:</b></p> <p><b>T1.1.7</b> take knowledge or ideas apart by separating them into component parts.</p> <p><b>Communication skills:</b></p> <p><b>C2.1.1</b> read a variety of sources for information and for pleasure.</p> <p><b>Learner Profile:</b></p> <p>Knowledgeable, Communicators</p> <p><b>Learning outcomes: Music</b></p> <p><b>C1.2</b> apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.</p> <p><b>C1.3</b> create musical compositions for specific purposes and audiences.</p> <p><b>C1.5</b> demonstrate an understanding of musical signs and standard</p>	<ul style="list-style-type: none"> <li>Practice Strategies and Techniques – How do we practice preparing for a performance.</li> <li>Shared Responsibilities – How do we work together in a performance.</li> <li>Audience Engagement - How to engage an audience.</li> </ul> <p><b>Teacher Questions:</b></p> <ul style="list-style-type: none"> <li>Who is involved in a performance?</li> <li>What kinds of performances are there?</li> <li></li> </ul> <p><b>Approaches to Learning:</b></p> <p><b>Self- Management Skills:</b></p> <p><b>SM1.12</b> Take on and complete tasks as agreed.</p> <p><b>Communication skills</b></p> <p><b>C1.3.4</b> Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Learner Profile:</b></p> <p>Risk-Taker, Principled</p> <p><b>Learning Outcomes: Music:</b></p> <p><b>C1.1</b> 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>	<ul style="list-style-type: none"> <li>Storytelling through Dance – How do we respond to music through movements.</li> <li>How music has changed over time.</li> </ul> <p><b>Teacher Questions:</b></p> <ul style="list-style-type: none"> <li>What is the connection between music and drama?</li> <li>What is the role of music in drama?</li> <li>How can music affect drama?</li> <li>How can we express ourselves using music, drama, and storytelling?</li> </ul> <p><b>Approaches to Learning:</b></p> <p><b>Social Skills:</b></p> <p><b>SS1.1.7</b> Learn cooperatively in a group: being courteous, sharing, taking turns.</p> <p><b>Communication Skills: C2.2.1</b> Use appropriate forms of writing for different purposes and audiences.</p> <p><b>Learner Profile:</b></p> <p>Caring, Open-minded</p> <p><b>Learning Outcome: Dance:</b></p> <p><b>A1.2</b> use dance as a language to explore and communicate ideas derived from a variety of literature sources.</p>
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		<p>notation on the five-line staff and use devised notation to record the sequence of sounds in a composition of their own.</p> <p><b>C2.2</b> identify the elements used in the music they perform, listen to, and create, and describe how they are used.</p>	<p><b>C1.4</b> use the tools and techniques of musicianship in musical performances.</p> <p><b>C2.1</b> express detailed personal responses to musical performances in a variety of ways.</p> <p><b>C2.3</b> identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.</p>	<p><b>Learning Outcome: Drama:</b></p> <p><b>B3.2</b> demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts.</p> <p><b>Learning Outcome: Music:</b></p> <p><b>C3.1</b> identify the role of music in a community today and compare it to its role in a community of the past.</p> <p><b>C3.2</b> demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities.</p>
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