

Performing Arts

HORIZONTAL AND VERTICAL PLANNER

2024-2025

Duration	Unit 1 Aug. 14– Oct. 20	Unit 2 Oct. 23 – Jan. 12	Unit 3 Jan. 15 – Apr. 12	Unit 4 Apr.15 – Jun. 21
ECE A	<p>Stand Alone Unit</p> <p>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>Central Idea:</p> <p>We explore and discover musical opposites.</p> <p>Key Concepts:</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>Stand Alone Unit</p> <p>How We Organize Ourselves</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>Central Idea:</p> <p>Every instrument has its own sound.</p> <p>Key Concepts:</p> <p>Form – What is it like?</p> <p>Connection – What is the link to other things?</p>	<p>Stand Alone Unit</p> <p>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>Central Idea:</p> <p>We express ourselves using words, actions, and music.</p> <p>Key Concepts:</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>Related Concepts:</p> <p>Expression, Pitch, Volume,</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Exploring high and low sounds. 2. Exploring loud and soft sounds. 3. Creating a song with musical opposites. <p>Teacher Questions/Provocation:</p> <p>What are opposites in music?</p> <p>How do high and low sounds work together to make music interesting?</p> <p>Why do we use loud and soft music to express different feelings?</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>How do musical opposites make you feel about the music?</p>		<p>Function – How does it work?</p> <p>Related Concepts:</p> <p>Community, Sound, Instrument families</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Exploring different musical instruments. 2. How musical instruments make sound 3. Creating instruments <p>Teacher Questions/Provocation:</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>ATL Skills:</p>	<p>Related Concepts:</p> <p>Expression, Creativity, Confidence</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Expression through song lyrics. 2. Expression through actions/movements 3. Create own movements to songs <p>Teacher Questions/Provocation:</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>Why do we add actions to songs?</p>
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<p>ATL Skills:</p> <p>C. 1.3.4 Speak and express ideas clearly and logically in small and large groups.</p> <p>T 3. 7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p>Learner Profile Attributes:</p> <p>Principled, Communicator</p> <p>Learning Outcomes:</p> <p><u>BELONG AND CONTRIBUTING</u></p> <p>31.2 Explore different elements of music</p> <p><u>Demonstrating Literacy & Mathematics Behaviours</u></p> <p>21.1 Express their responses to drama and dance</p> <p><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>23.3 Use problem-solving skills and their imagination to create music.</p>		<p>SM1.1 Choose and complete tasks independently</p> <p>T1.1.1 Observe carefully</p> <p>Learner Profile Attributes:</p> <p>Knowledgeable, Caring</p> <p>Learning Outcomes:</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>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>Can you make actions for a song?</p> <p>How do we express ourselves through dance?</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> <p>How can we use movement and dance to create and express different musical pieces?</p> <p>ATL Skills:</p> <p>C1.2.3 Recognize the meaning of kinaesthetic communication (body language).</p>
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				<p>SS. 1.1.1 Listen closely to others</p> <p>Learner Profile Attributes:</p> <p>Thinker, Communicator</p> <p>Learning Outcomes:</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>23.1 Use problem-solving skills and their imagination to create drama and dance.</p>
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Content link	High/low Fast/slow		Percussion instrument family	Movement/Actions
ECE B	Unit 1 Aug.14 – Oct. 20	Unit 2 Oct. 23 – Jan. 12	Unit 3 Jan. 15 – Apr. 12	Unit 4 Apr. 15 – Jun. 21
	<p align="center">Stand Alone Unit</p> <p align="center">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>Central Idea:</p> <p>We explore and discover musical opposites.</p> <p>Key Concepts:</p> <p>Form- What is it like? Function- How does it work? Connection- What is the link to other things?</p> <p>Related Concepts:</p> <p>Tempo, Pitch, Volume,</p>	<p align="center">Stand Alone Unit</p> <p align="center">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>Central Idea:</p> <p>We express ourselves using words, actions, and music.</p> <p>Key Concepts:</p> <p>Form- What is it like? Function- How does it work? Connection- What is the link to other things?</p> <p>Related Concepts:</p>		<p align="center">Stand Alone Unit</p> <p align="center">How We Organize Ourselves</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>Central Idea:</p> <p>Every instrument has its own sound.</p> <p>Key Concepts:</p> <p>Form – What is it like? Connection – What is the link to other things? Function – How does it work?</p>

	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Exploring musical opposites in music: high and low, loud and soft, fast and slow 2. Expressing feelings through musical opposites. 3. Creating musical stories with musical opposites <p>Teacher Questions/Provocation:</p> <p>What are opposites in music?</p> <p>How do high and low sounds work together to make music interesting?</p> <p>Why do we use loud and soft music to express different feelings?</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>How do musical opposites make you feel about the music?</p>	<p>Expression, Creativity, Confidence</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Expression through song lyrics 2. Expression through actions/movements 3. Create own movements to songs <p>Teacher Questions/Provocation:</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>Why do we add actions to songs?</p>		<p>Related Concepts:</p> <p>Community, Sound</p> <p>Instrument families</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Exploring different musical instruments 2. How musical instruments make sound 3. Creating instruments <p>Teacher Questions/Provocation:</p> <p>What kinds of instruments are there?</p> <p>How many families of instruments are there?</p> <p>What kind of material are instruments made of?</p> <p>How do musical instruments produce sound?</p> <p>What is the connection that makes the instruments a family?</p> <p>ATL Skills:</p>
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	<p>ATL Skills:</p> <p>C. 1.3.4 Speak and express ideas clearly and logically in small and large groups.</p> <p>T 3. 7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p>Learner Profile Attributes:</p> <p>Principled, Communicator</p> <p>Learning Outcomes:</p> <p><u>BELONG AND CONTRIBUTING</u></p> <p>31.2 Explore different elements of music</p> <p><u>Demonstrating Literacy & Mathematics Behaviours</u></p> <p>21.1 Express their responses to drama and dance</p> <p><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>23.3 Use problem-solving skills and their imagination to create music.</p>	<p>Can you make actions for a song?</p> <p>How do we express ourselves through dance?</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> <p>How can we use movement and dance to create and express different musical pieces?</p> <p>ATL Skills:</p> <p>C1.2.3 Recognize the meaning of kinaesthetic communication (body language).</p>		<p>SM1.1 Choose and complete tasks independently</p> <p>T1.1.1 Observe carefully</p> <p>Learner Profile Attributes:</p> <p>Knowledgeable, Caring</p> <p>Learning Outcomes:</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>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>
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SS. 1.1.1 Listen closely to others

Learner Profile Attributes:

Thinker, Communicator

Learning Outcomes:

BELONG AND CONTRIBUTING

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.

DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS

22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.

PROBLEM SOLVING AND INNOVATING

23.1 Use problem-solving skills and their imagination to create drama and dance.

Content link	High/low, loud/soft+ fast/slow	Movement/Actions		Percussion instruments + string instruments
P1	<p align="center">Unit 1</p> <p align="center">Aug. 14 – Oct. 20</p>	<p align="center">Unit 2</p> <p align="center">Oct. 23– Jan. 12</p>	<p align="center">Unit 3</p> <p align="center">Jan. 15 – Apr. 12</p>	<p align="center">Unit 4</p> <p align="center">Apr. 15 – Jun. 21</p>
	<p align="center">Stand Alone Unit</p> <p>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>Central Idea:</p> <p>We use musical elements to express our ideas and feelings.</p> <p>Key Concepts:</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>Related Concepts:</p> <p>Beat, Rhythm, Notation,</p>	<p align="center">Stand Alone Unit</p> <p>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>Central Idea:</p> <p>We use our voices and instruments to change the sound of music.</p> <p>Key Concepts:</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>Related Concepts:</p>	<p align="center">Stand Alone Unit</p> <p>How We Organize Ourselves</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>Central Idea:</p> <p>Every instrument has its own sound.</p> <p>Key Concepts:</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>Related Concepts:</p>	

	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Exploring musical elements- tempo, dynamic. 2. How we use musical elements. 3. Creating compositions. <p>Teacher Questions/Provocation:</p> <p>What do rhythm, dynamics, and tempo in music, and how can we help children understand these elements?</p> <p>What is the function of each musical element in conveying emotions or moods in a composition?</p> <p>How can we connect movement, beat, rhythm, and notation with the musical elements of rhythm, dynamics, tempo, and pitch?</p> <p>How can we support children in creating their own musical compositions that incorporate rhythm, dynamics, and tempo to convey their thoughts and feelings in a musical form?</p>	<p>Symbols, Notation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The use of high and low in music. 2. Representing pitch in music. 3. Creating and playing own melodies. <p>Teacher Questions/Provocation:</p> <p>What is pitch?</p> <p>How do we represent pitch in music?</p> <p>What is melody?</p> <p>Why do we need pitch?</p> <p>Where is high and low used in music?</p> <p>How can we use symbols and notation to show pitch and melody in music?</p> <p>ATL Skills:</p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p>	<p>Community, Sound, Instrument families</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Characteristics of instruments. 2. Different materials create different sounds. 3. Creating and playing instruments. <p>Teacher Questions/Provocation:</p> <p>What kinds of instruments are there?</p> <p>How many families of instruments are there?</p> <p>What kind of material are instruments made of?</p> <p>How do musical instruments produce sound?</p> <p>What is the connection that makes the instruments a family?</p> <p>ATL Skills:</p>	
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	<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>How can we use musical elements to express our thoughts and emotions in a creative way?</p> <p>ATL Skills:</p> <p>C. 1.3.4 Speak and express ideas clearly and logically in small and large groups.</p> <p>T 3. 7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p>Learner Profile Attributes:</p> <p>Principled, Communicator</p> <p>Learning Outcomes:</p> <p><u>BELONG AND CONTRIBUTING</u></p>	<p>C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p>Learner Profile Attributes:</p> <p>Communicator, Thinker</p> <p>Learning Outcomes:</p> <p><u>BELONG AND CONTRIBUTING</u></p> <p>31.2 Explore different elements of music</p> <p><u>Demonstrating Literacy & 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>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>Learner Profile Attributes:</p> <p>Inquirer, Caring</p> <p>Learning Outcomes:</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>24.4 Select and use tools, equipment, and materials to construct things.</p> <p><u>Demonstrating Literacy & Mathematics Behaviours</u></p> <p>21.3 Express their responses to music by moving, by making connections to their own experience, or by talking about the musical form.</p>	
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	<p>31.2 Explore different elements of music</p> <p><u>Demonstrating Literacy & Mathematics Behaviours</u></p> <p>21.1 Express their responses to drama and dance</p> <p><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>23.3 Use problem-solving skills and their imagination to create music.</p>		<p><u>PROBLEM SOLVING AND INNOVATING</u></p> <p>24.4 Select and use tools, equipment, and materials to construct things.</p>	
Content link	Musical elements- tempo, dynamic	Rhythm (quarter note/2 eighth notes) Pitch (Sol/mi)	Percussion, string, woodwind, + brass instruments	
P2	Unit 1 Aug. 14 – Oct. 20	Unit 2 Oct. 23– Jan. 12	Unit 3 Jan. 15 – Apr. 12	Unit 4 Apr. 15 – Jun. 21
	<p>Stand Alone Unit</p> <p>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</p>	<p>Stand Alone Unit</p> <p>How We Organize Ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making;</p>		<p>Stand Alone Unit</p> <p>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</p>

<p>our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>We compose music with different musical elements to express our ideas and feelings.</p> <p>Key Concepts:</p> <p>Form- What is it like? Function- How does it work? Connection- What is the link to other things?</p> <p>Related Concepts:</p> <p>Rhythm, Beat, Pitch, Dynamic, Tempo,</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Exploring musical elements – pitch, rhythm, dynamic, tempo. 2. How we use musical elements. 3. Creating compositions. <p>Teacher Questions/Provocation:</p> <p>What do rhythm, dynamics, tempo, and pitch sound like in</p>	<p>economic activities and their impact on humankind and the environment.</p> <p>Central Idea:</p> <p>Family is used to describe a group with a common connection.</p> <p>Key Concepts:</p> <p>Function – How does it work? Form – What is it like? Connection – What is the link to other things?</p> <p>Related Concepts:</p> <p>Community, Sound, Instrument families</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Characteristics of instruments (Form) 2. Different materials create different sounds (Function) 3. Creating and playing instruments (connection) 		<p>and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>Pitch is used to create a melody.</p> <p>Key Concepts:</p> <p>Form – What is it like? Connection – What is the link to other things? Function – How does it work?</p> <p>Related Concepts:</p> <p>Symbols, Notation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The use of high and low in music. 2. Representing pitch in music. 3. Creating and playing own melodies <p>Teacher Questions/Provocation:</p> <p>What is pitch?</p>
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	<p>music, and how can we help children understand these elements?</p> <p>What is the function of each musical element in conveying emotions or moods in a composition?</p> <p>How can we connect movement, beat, rhythm, and notation with the musical elements of rhythm, dynamics, tempo, and pitch?</p> <p>How can we support children in creating their own musical compositions that incorporate rhythm, dynamics, tempo, and pitch to convey their thoughts and feelings in a musical form?</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>Teacher Questions/Provocation:</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>ATL Skills:</p> <p>T1.1.6 Consider meaning of materials.</p> <p>C1.1.5 Listen actively to other perspectives and ideas.</p> <p>Learner Profile Attributes:</p> <p>Inquirer, Caring</p> <p>Learning Outcomes:</p> <p><u>CREATING AND PERFORMING</u></p> <p>C1.4 use the tools and techniques of musicianship in musical performances</p>		<p>How do we represent pitch in music?</p> <p>What is melody?</p> <p>Why do we need pitch?</p> <p>Where is high and low used in music?</p> <p>How can we use symbols and notation to show pitch and melody in music?</p> <p>ATL Skills:</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>Learner Profile Attributes:</p> <p>Knowledgeable, Communicator</p> <p>Learning Outcomes:</p> <p><u>BELONG AND CONTRIBUTING</u></p>
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	<p>What makes music sound fast or slow?</p> <p>Can you show me how to clap to the beat of a song?</p> <p>How can music make us feel happy or sad?</p> <p>Can you tell me if a sound is loud or quiet in a song?</p> <p>How do we use music to express our feelings?</p> <p>What sounds in music do you like the most, high or low ones?</p> <p>How would you make up your very own song to tell a story?</p> <p>ATL Skills:</p> <p>C. 1.3.4 Speak and express ideas clearly and logically in small and large groups.</p> <p>T 3. 7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p>Learner Profile Attributes:</p> <p>Thinker, Communicator</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>31.2 Explore different elements of music</p> <p><u>Demonstrating Literacy & 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>Learning Outcomes:</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>			
Content link	Musical elements- Rhythm, tempo, dynamic	All instrument families + Playing instruments		Pitch (sol/mi/la) Rhythm (quarter rest)
P3	Unit 1 Aug. 14 – Oct. 20	Unit 2 Oct. 23– Jan. 12	Unit 3 Jan. 15 – Apr. 12	Unit 4 Apr. 15 – Jun. 21
	Stand Alone Unit How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs	Stand Alone Unit How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture,		Stand Alone Unit How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture,

<p>and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>Pitch is used to create a melody.</p> <p>Key Concepts:</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>Related Concepts:</p> <p>Symbols, Notation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The use of high and low in music. 2. Representing pitch in music. 3. Creating and playing own melodies. <p>Teacher Questions/Provocation:</p> <p>What is pitch?</p>	<p>beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>We express ourselves through various musical styles and moods.</p> <p>Key Concepts:</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>Related Concepts:</p> <p>Dynamic, Tempo, Composition</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Exploring dynamic markings in music. 2. Understanding tempo and character in music. 3. Creating their own musical composition with dynamic markings and tempo changes. 		<p>beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>We explore movements and expression through dance.</p> <p>Key Concepts:</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>Related Concepts:</p> <p>Collaboration, Creativity, Expression</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Elements of dance 2. Exploring different types of dances 3. Choreography and performance
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	<p>How do we represent pitch in music?</p> <p>What is melody?</p> <p>Why do we need pitch?</p> <p>Where is high and low used in music?</p> <p>How can we use symbols and notation to show pitch and melody in music?</p> <p>ATL Skills:</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>Learner Profile Attributes:</p> <p>Knowledgeable, Communicator</p> <p>Learning Outcomes:</p> <p><u>BELONG AND CONTRIBUTING</u></p> <p>31.2 Explore different elements of music</p>	<p>Teacher Questions/Provocation:</p> <p>Can you explain the difference between pp, p, mp, mf, f, and ff in terms of volume and intensity in music?</p> <p>How do dynamic markings enhance the expressiveness and emotional impact of a musical piece?</p> <p>Can you demonstrate the transition between different dynamic levels in a musical passage and explain the effect it creates?</p> <p>What does it mean for a piece of music to be played presto or adagio? How does tempo affect the mood of the music?</p> <p>How can you use tempo changes to convey different emotions or storytelling elements in a musical composition?</p> <p>Can you describe a specific piece of music and identify the tempo markings present,</p>		<p>Teacher Questions/Provocation:</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> <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>
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	<p><u>Demonstrating Literacy & 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>discussing their impact on the overall character of the piece?</p> <p>ATL Skills:</p> <p>C1.1.2 Listen actively and respectfully to others speak</p> <p>T3.7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p>Learner Profile Attributes:</p> <p>Knowledgeable, Communicator</p> <p>Learning Outcomes:</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>Demonstrating Literacy & Mathematics Behaviours</u></p>		<p>How can you use your body and facial expressions to connect with the audience during a performance?</p> <p>ATL Skills:</p> <p>C 1.2.3 Recognize the meaning of kinesthetic communication (body language)</p> <p>SM 1.7 Use time effectively and appropriately</p> <p>Social Skills</p> <p>Interpersonal Relationships, Social & Emotional Intelligence</p> <p>Interpersonal Relationships</p> <p>SS1.1.3 Help others.</p> <p>Learner Profile Attributes:</p> <p>Risk-taker, Open-minded</p> <p>Learning Outcomes:</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>
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		22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.		<u>REFLECTING, RESPONDING AND ANALYZING</u> A2. 3 Identify and give examples of their strengths and areas for growth as dance creators and audience members C2. 2 Describe ways in which the elements of music are used for different purpose in the music they perform, listen to, and create
Content link	Creating compositions: musical notation on the staff (sol/mi/la, do/re/mi)	Dynamic markings and tempo markings		Dance
Duration	Unit 1 Aug. 14 – Oct. 20	Unit 2 Oct 23. – Jan. 12	Unit 3 Jan. 15 – Mar. 8th	Unit 4 Apr. 12 – Jun. 21
P4	Stand Alone Unit 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		Stand Alone Unit 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.	Stand Alone Unit 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

<p>advances on society and on the environment.</p> <p>Central Idea:</p> <p>We can create meaning using patterns and symbols.</p> <p>Key Concepts:</p> <p>Form- What is it like?</p> <p>Function- How does it work?</p> <p>Connection- How is it linked to other things?</p> <p>Related Concepts:</p> <p>Symbols, Rhythm, Notation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Shapes can represent sounds. 2. Music symbols convey meaning. 3. Language can be used to describe music. <p>Teachers Questions:</p> <ul style="list-style-type: none"> • How does the use of shapes and patterns represent and convey specific sound or musical elements? 		<p>Central Idea:</p> <p>We can extend and enjoy our creativity through performance.</p> <p>Key Concepts:</p> <p>Form- What is it like?</p> <p>Connection- How is it linked to other things?</p> <p>Responsibility- What are our obligations?</p> <p>Related Concepts:</p> <p>Expression, Connection, Audience</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Lyrics: How does lyrics have meaning. 2. Performance Types: What are the types we can deliver performances. 3. Ensembles and the characteristics of instruments <p>Teachers Questions</p> <ul style="list-style-type: none"> • How does the use of lyrics in music and poetry 	<p>responsibilities; what it means to be human.</p> <p>Central Idea:</p> <p>We can create art to express who we are as individuals and community.</p> <p>Key Concepts:</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p> <p>Causation – Why is it as it is?</p> <p>Related Concepts:</p> <p>Expression, Communication</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Storytelling – How do stories give us insight into peoples' lives. 2. Improvisation -How can we create music spontaneously.
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- In what ways do music symbols and notation systems contribute to the understanding and interpretation of musical compositions?
- How can language be effectively used to describe and analyze music, allowing students to communicate their understanding and interpretations of musical pieces?

Approaches to Learning:

Thinking skills:

T1.1.7 take knowledge or ideas apart by separating them into component parts.

Communication skills:

C2.1.1 read a variety of sources for information and for pleasure.

Learner Profile:

Thinker, Communicator

Learning Outcomes: Music

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

contribute to the overall meaning and expression of a piece?

- 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?
- 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?

Approaches to Learning:

Self- Management Skills:

SM1.12 Take on and complete tasks as agreed.

Communication skills

C1.3.4 Speak and express ideas clearly and logically in small and large groups.

Learner Profile:

Principled, Caring

3. Composition – How does music notation help us write our ideas.

Teachers Questions

- How do stories, through the art of storytelling, provide us with valuable insights into the lives and experiences of individuals and communities?
- 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?
- How does the use of music notation in composition help us to effectively write and communicate our musical ideas, allowing us to express our individual and collective identities?

Approaches to Learning:

Social Skills:

SS1.1.6 Listen closely to others' perspectives and to instructions.

Communication Skills:

C2.2.1 Use appropriate forms

	<p>C1.5 demonstrate an understanding of standard and non-traditional musical notation.</p>		<p>Learning outcomes: Music:</p> <p>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>	<p>of writing for different purposes and audiences.</p> <p>Learner Profile:</p> <p>Balanced, Open-minded</p> <p>Learning Outcomes: Dance:</p> <p>A1.3 create dance phrases using a variety of pattern forms.</p> <p>Learning Outcomes: Drama:</p> <p>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> <p>Learning Outcomes: Music:</p> <p>C1.3 create compositions for a specific purpose and a familiar audience.</p>
<p>P5</p>	<p>Unit 1</p> <p>Aug. 14 – Oct. 20</p>	<p>Unit 2</p> <p>Oct. 23– Jan. 12</p>	<p>Unit 3</p> <p>Jan. 15 – Apr. 12</p>	<p>Unit 4</p> <p>Apr. 15 – Jun. 21</p>

	<p style="text-align: center;">Stand Alone Unit</p> <p style="text-align: center;">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>Central Idea:</p> <p>Music is a form of communication.</p> <p>Key Concepts:</p> <p>Function- How does it work?</p> <p>Responsibility- What are our obligations?</p> <p>Causation – Why is it as it is?</p> <p>Related Concepts:</p> <p>Notation, Communication, Techniques</p> <p>Lines of Inquiry:</p> <p>1. Reading Music – How we use musical language.</p>	<p style="text-align: center;">Stand Alone Unit</p> <p style="text-align: center;">How We Express 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:</p> <p>We create shared experiences through performance.</p> <p>Key Concepts:</p> <p>Connection- How is it linked to other things?</p> <p>Responsibility- What are our obligations?</p> <p>Perspective- What are the points of view?</p> <p>Related Concepts:</p>		<p style="text-align: center;">Stand Alone Unit</p> <p style="text-align: center;">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>Central Idea:</p> <p>The arts are interconnected and allow us to explore the connections between ourselves and others.</p> <p>Key Concepts:</p> <p>Perspective- What are the points of view?</p> <p>Connection – How is it linked to other things?</p> <p>Change- How is it transforming?</p> <p>Related Concepts:</p>
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	<p>2. Writing Music – What are the characteristics of composition.</p> <p>3. Playing Instruments – How do we play instruments.</p> <p>Teacher questions</p> <ul style="list-style-type: none"> • What can we communicate through music? • How can we use music to communicate? • How can we communicate with instruments? <p>Approaches to Learning:</p> <p>Thinking skills:</p> <p>T1.1.7 take knowledge or ideas apart by separating them into component parts.</p> <p>Communication skills:</p> <p>C2.1.1 read a variety of sources for information and for pleasure.</p> <p>Learner Profile:</p> <p>Knowledgeable, Communicator</p> <p>Learning outcomes: Music</p> <p>C1.2 apply the elements of music when singing and/or</p>	<p>Relationships, Audience, Creativity</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Practice Strategies and Techniques – How do we practice preparing for a performance. 2. Shared Responsibilities – How do we work together in a performance. 3. Audience Engagement - How to engage an audience. <p>Teacher Questions:</p> <ul style="list-style-type: none"> • Who is involved in a performance? • What kinds of performances are there? <p>Approaches to Learning:</p> <p>Self- Management Skills:</p> <p>SM1.12 Take on and complete tasks as agreed.</p> <p>Communication skills</p> <p>C1.3.4 Speak and express ideas clearly and logically in small and large groups.</p>		<p>Imagination, Relationships, Interpretation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Drama Exploration – How does music enhance stories. 2. Storytelling through Dance – How do we respond to music through movements. 3. How music has changed over time. <p>Teacher Questions:</p> <ul style="list-style-type: none"> • What is the connection between music and drama? • What is the role of music in drama? • How can music affect drama? • How can we express ourselves using music, drama, and storytelling? <p>Approaches to Learning:</p> <p>Social Skills:</p> <p>SS1.1.6 Listen closely to others’ perspectives and to instructions.</p> <p>Communication Skills:</p> <p>C2.2.1 use appropriate forms</p>
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	<p>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>Learner Profile:</p> <p>Risk-Taker, Principled</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>		<p>of writing for different purposes and audiences.</p> <p>Learner Profile:</p> <p>Communication, Thinker</p> <p>Learning Outcome: Dance:</p> <p>A1.2 use dance as a language to explore and communicate ideas derived from a variety of literature sources.</p> <p>Learning Outcome: Drama:</p> <p>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:</p> <p>C3.1 identify and describe some of the key influences of music within contemporary culture</p> <p>C3.2 demonstrate an awareness of the use of music and musical instruments in various traditions, from early times to today</p>
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P6	<p align="center">Unit 1</p> <p align="center">Aug. 15 – Sep. 23</p>	<p align="center">Unit 2</p> <p align="center">Oct. 23– Jan. 12</p>	<p align="center">Unit 3</p> <p align="center">Jan. 15 – Mar. 8th</p>	<p align="center">Unit 4</p> <p align="center">Apr. 15 – Jun. 21</p>
		<p align="center">Stand Alone Unit</p> <p align="center">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>Central Idea:</p> <p>Music is a form of communication.</p> <p>Key Concepts:</p> <p>Function- How does it work?</p> <p>Responsibility- What are our obligations?</p> <p>Causation – Why is it as it is?</p> <p>Related Concepts:</p>	<p align="center">Stand Alone Unit</p> <p align="center">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:</p> <p>We create shared experiences through performance.</p> <p>Key Concepts:</p> <p>Connection- How is it linked to other things?</p> <p>Responsibility- What are our obligations?</p> <p>Perspective- What are the</p>	<p align="center">Stand Alone Unit</p> <p align="center">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>Central Idea:</p> <p>The arts are interconnected and allows us to explore the connections between ourselves and others.</p> <p>Key Concepts:</p> <p>Perspective- What are the points of view?</p> <p>Connection – How is it linked to other things?</p> <p>Change- How is it transforming?</p>

		<p>Notation, Communication, Techniques.</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Reading Music – How we use musical language. 2. Writing Music – What are the characteristics of composition. 3. Playing Instruments – How do we play instruments. <p>Teacher questions</p> <ul style="list-style-type: none"> • What can we communicate through music? • How can we use music to communicate? • How can we communicate with instruments? <p>Approaches to Learning:</p> <p>Thinking skills:</p> <p>T1.1.7 take knowledge or ideas apart by separating them into component parts.</p> <p>Communication skills:</p> <p>C2.1.1 read a variety of</p>	<p>points of view?</p> <p>Related Concepts:</p> <p>Relationships, Audience, Creativity</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Practice Strategies and Techniques – How do we practice preparing for a performance. 2. Shared Responsibilities – How do we work together in a performance. 3. Audience Engagement - How to engage an audience. <p>Teacher Questions:</p> <ul style="list-style-type: none"> • Who is involved in a performance? • What kinds of performances are there? <p>Approaches to Learning:</p> <p>Self- Management Skills:</p> <p>SM1.12 Take on and complete tasks as agreed.</p>	<p>Related Concepts:</p> <p>Imagination, Relationships, Interpretation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Drama Exploration – How does music enhance stories. 2. Storytelling through Dance – How do we respond to music through movements. 3. How music has changed over time. <p>Teacher Questions:</p> <ul style="list-style-type: none"> • What is the connection between music and drama? • What is the role of music in drama? • How can music affect drama? • How can we express ourselves using music, drama, and storytelling? <p>Approaches to Learning:</p> <p>Social Skills:</p>
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		<p>sources for information and for pleasure.</p> <p>Learner Profile:</p> <p>Knowledgeable, Communicator</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>Communication skills</p> <p>C1.3.4 Speak and express ideas clearly and logically in small and large groups.</p> <p>Learner Profile:</p> <p>Risk-Taker, Principled</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>	<p>SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.</p> <p>Communication Skills:</p> <p>C2.2.1 Use appropriate forms of writing for different purposes and audiences.</p> <p>Learner Profile:</p> <p>Communicator, Thinker</p> <p>Learning Outcome: Dance:</p> <p>A1.2 use dance as a language to explore and communicate ideas derived from a variety of literature sources.</p> <p>Learning Outcome: Drama:</p> <p>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:</p> <p>C3.1 identify the role of music in a community today and compare it to its role in a community of the past.</p>
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				C3.2 demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities.
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