

# Performing Arts - HORIZONTAL & VERTICAL PLANNER - 2025-2026

	Early Years & Lower Primary – Ms. Hye Jin Yeom			
Unit Sequence & Dates	Performing Arts Unit 1 August – October	Transdisciplinary Unit October – December	Performing Arts Unit 2 January - March	Performing Arts Unit 3 April - June
<b>ECE A</b>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> We can use different kinds of music to share how we feel.</p> <p><b>Specified Concepts:</b> Form, function, connection</p> <p><b>Additional Concepts:</b> expression, speed, volume,</p> <p><b>Lines of inquiry</b> <b>An inquiry into:</b> 1. How music can be fast or slow. 2. How music can be loud or soft. 3. Using music helps us show our feelings.</p> <p><b>Learner Profile:</b> Principled, communicator</p> <p><b>ATL Skills:</b> <b>Communication skills:</b></p>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> Exploring materials helps us to create and share our ideas.</p> <p><b>Specified Concepts:</b> connection, function, perspective</p> <p><b>Additional Concepts:</b> texture, senses, feelings, expression</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b> 1. Exploration of emotions using senses. 2. Properties and manipulation of materials. 3. Use of materials to express ourselves.</p> <p><b>Learner Profile:</b> communicator, thinker, reflective</p> <p><b>ATL Skills:</b></p>	<p><b>How We Organize Ourselves</b> An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>• interactions within and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>• representation, collaboration and decision-making</li> </ul> <p><b>Central Idea:</b> Instruments produce unique sounds.</p> <p><b>Specified Concepts:</b> form, connection function</p> <p><b>Additional Concepts:</b> community, sound, instrument families</p> <p><b>Lines of Inquiry:</b> 1. What different instruments look and sound like. 2. How we can play instruments in different ways. 3. How instrument sounds make us feel or move.</p> <p><b>Learner Profile:</b> knowledgeable, caring</p>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> We share our ideas and feelings with words, actions, and music.</p> <p><b>Specified Concepts:</b> form, function, connection</p> <p><b>Additional Concepts:</b> expression, creativity, confidence</p> <p><b>Lines of inquiry:</b> 1. Sharing feelings and ideas by singing songs. 2. Showing feelings and ideas by moving our bodies. 3. Making up our own actions or dances to music.</p> <p><b>Learner Profile:</b> thinker, communicator</p> <p><b>ATL Skills:</b></p>

	<p>C. 1.3.4 Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Thinking Skills:</b> T 3. 7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p><b>Learner Profile:</b> Principled, Communicator</p> <p><b>Learning Outcomes:</b> <b>Belonging and Contributing:</b> 30.1 demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance  31.2 Explore different elements of music</p> <p><b>Problem Solving and Innovating:</b> 22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p> <p><b>Demonstrating Literacy &amp; Mathematics Behaviours</b> 21.3 express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form</p>	<p><b>Thinking Skills:</b> T4.1 Reflect on their learning by asking questions.</p> <p><b>Communication skills:</b> C1.3.1 Express oneself using words and sentences.</p> <p><b>Research Skills</b> R2.2 Use media to communicate, share and connect with others.</p> <p><b>PA Learning Outcomes:</b> <b>Demonstrating Literacy &amp; Mathematics Behaviours</b> 21.1 Express their responses to drama and dance</p> <p><b>Problem Solving and Innovating</b> 24.4 Select and use tools, equipment, and materials to construct things.</p>	<p><b>ATL Skills:</b> <b>Self-management Skills:</b> SM1.1 Choose and complete tasks independently</p> <p><b>Learning Outcomes:</b> <b>Belonging and Contributing:</b> 22.1 communicate their ideas about something  30.2 explore a variety of tools, materials, and processes of their own choice  31.2 Explore different elements of music</p> <p><b>Problem Solving and Innovating:</b> 23.3 use problem-solving skills and their imagination to create music  23.4 Communicate their understanding of something by representing their ideas and feelings through the arts.</p>	<p><b>Communication Skills:</b> C1.2.3 Recognize the meaning of kinaesthetic communication (body language).</p> <p><b>Social Skills:</b> SS. 1.1.1 Listen closely to others</p> <p><b>Learning Outcomes:</b> <b>Demonstrating Literacy &amp; Mathematics Behaviours</b> 1.1 explore sounds, rhythms, and language structures, with guidance and on their own  18.1 identify and describe informally the repeating nature of patterns in everyday contexts  21.1 Express their responses to drama and dance</p> <p><b>Problem Solving and Innovating:</b> 24.4 Select and use tools, equipment, and materials to construct things.</p>
	<p><b>Teacher Questions/Provocation:</b> How does fast music make you feel? How do you move your body when the music is slow? What happens when we make the music louder? How does soft music sound different from loud music? Can you show me what a happy song sounds like? How can we make a sad face when we listen to a slow song? How do you think music can help us show our feelings?</p>	<p><b>Teacher Questions and Provocations</b> What do you see/hear? Can you describe that? What does it feel like? What feelings (emotions) can we have? What do you feel when you see/hear this? How does this music/art/story make you feel? Can you move how you feel? Can you show me how you feel (body language/drama/art/story/dance/music/construction)? What materials you use to show ...? How can you change this material?</p>	<p><b>Teacher Questions/Provocation:</b> What do different instruments look like? How do you think this instrument sounds? Can we play the drum in a soft or loud way? How does the sound of a piano feel different from the sound of a guitar? Can you move your body when you hear a fast or slow sound? How does this instrument make us feel? Happy? Sad? How do you think we play this instrument to make it sound different?</p>	<p><b>Teacher Questions/Provocation:</b> How can we use our bodies to show happy or sad feelings? How do we feel when we hear different types of music? Can we make sounds with our voices or instruments to tell a story? What does it feel like when we move our bodies to music? How can we use actions and words to show what we want to say? Can we create our own dance moves to go with a song? How can we express ourselves using both music and our body?</p>
<b>Content link</b>	<b>High/low Fast/slow</b>		<b>Percussion instrument family</b>	<b>Movement/Actions</b>

ECE B	Performing Arts Unit 1 August – October	Transdisciplinary Unit October 20 – Dec 19	Performing Arts Unit 2 January - March	Performing Arts Unit 3 April - June
	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> We can make sounds with our bodies and explore how they move.</p> <p><b>Specified Concepts:</b> form, function, connection</p> <p><b>Additional Concepts:</b> tempo, pitch, volume.</p> <p><b>Lines of inquiry:</b> 1. Exploring different kinds of sounds we can make with our bodies. 2. How we can move to the music. 3. How sound helps us express how we feel.</p> <p><b>Learner Profile:</b> principled, communicator</p> <p><b>ATL Skills:</b> Communication Skills: C. 1.3.4 Speak and express ideas clearly and logically in small and large groups. Thinking Skills: Thinking Skills: T 3. 7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p><b>Learning Outcomes:</b> <b>Belonging and Contributing:</b> 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><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> We can express ourselves through words, art and actions.</p> <p><b>Specified Concepts:</b> form, change, perspective</p> <p><b>Additional Concepts:</b> sound, movement, art, culture, stories</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b> 1.Expressing ourselves through sound &amp; movement. 2.Expressing ourselves visually. 3.Sharing our personal stories.</p> <p><b>Learner Profile:</b> risk-taker, open-minded, communicator</p> <p><b>ATL Skills:</b> Communication Skills: C1.1.2 Listen actively and respectfully to others speak.  C4.1.8 Communicate using a range of technologies and materials.</p> <p>Self-Management Skills: SM2.2.4 Manage feelings and resolve conflict.</p> <p><b>Learning Outcomes:</b> <b>Demonstrating Literacy &amp; Mathematics Behaviours</b></p>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> Instruments make different sounds and help us make music.</p> <p><b>Specified Concepts:</b> form, function, connection</p> <p><b>Additional Concepts:</b> community, sound instrument families</p> <p><b>Lines of inquiry:</b> 1.Sounds different instruments make. 2.How we play different instruments. 3.How we make music with our instruments.</p> <p><b>Learner Profile:</b> knowledgeable, caring</p> <p><b>ATL Skills:</b> Communication Skills: C1.2.3 Recognize the meaning of kinesthetic communication (body language).  Social Skills: SS. 1.1.1 Listen closely to others</p> <p><b>Learning Outcomes:</b> <b>Belonging and Contributing</b> 1.2 listen and respond to others, both verbally and non-verbally, for a variety of purposes and in a variety of contexts  31.2 explore different elements of music</p>	<p><b>How We Organize Ourselves</b> An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>• interactions within and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>• representation, collaboration and decision-making</li> </ul> <p><b>Central Idea:</b> Music can tell a story and make us feel different things.</p> <p><b>Specified Concepts:</b> form, connection, function</p> <p><b>Additional Concepts:</b> expression, creativity, confidence</p> <p><b>Lines of Inquiry:</b> 1. How can music tell a story? 2. How does music make us feel? 3. How do we use music to tell our own story?</p> <p><b>Learner Profile:</b> knowledgeable, caring</p> <p><b>ATL Skills:</b> Self-Management Skills: SM1.1 Choose and complete tasks independently</p> <p><b>Learning Outcomes:</b> <b>Belonging and Contributing</b> 22.1 communicate their ideas about something  30.1 demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance</p>

	<p>31.2 Explore different elements of music</p> <p><b>Demonstrating Literacy &amp; Mathematics Behaviours</b> 21.3 express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form</p> <p><b>Problem Solving and Innovating</b> 23.1 use problem-solving skills and their imagination to create drama and dance</p>	<p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p> <p><b>Problem Solving and Innovating</b> 23.1 Use problem-solving skills and their imagination to create drama and dance.</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><b>Problem Solving and Innovating</b> 23.3 use problem-solving skills and their imagination to create music</p>	<p><b>Demonstrating Literacy &amp; Mathematics Behaviours</b> 21.1 express their responses to drama and dance</p> <p>21.4 respond to music from various cultures and communities</p>
	<p><b>Teacher Questions/Provocation:</b> What sounds can we make with our hands, feet, or voices? How does our body move when we hear slow or fast music? How do different sounds make us feel? What happens when we tap our feet or clap our hands to music? Can we use our body to make loud or soft sounds? How can we show our feelings with sounds and movements? How do different kinds of music make our bodies want to move?</p>	<p><b>Teacher Questions/Provocation:</b> What are some emotions we may feel?  How can we use colour or art to communicate our feelings to others?  When we look at some artwork or listen to some music, how do we feel?  What message might the artist or musician want to communicate?</p>	<p><b>Teacher Questions/Provocation:</b> What does this instrument sound like? Is the sound loud or soft, high or low?How do we play this instrument—do we hit it, shake it, or pluck it? What happens when we play together? Can we play slow or fast music? How do you feel when you make music with instruments? Can we tell a story using just sounds from our instruments?</p>	<p><b>Teacher Questions/Provocation:</b> How does the music sound when it's telling a happy story? Can we make music that sounds sad or excited? How do different songs make us feel inside? Can you show me with your body how the music makes you feel? How can we make our own music to tell a story? What happens when we use different instruments to make music for a story? Can we create a song to tell a story about our day?</p>
<b>Content link</b>	High/low, loud/soft+ <b>fast/slow</b>		Percussion instruments + <b>string instruments</b>	Movement/Actions
<b>P1</b>	<b>Performing Arts Unit 1 August - October</b>	<b>Performing Arts Unit 2 October - January</b>	<b>Performing Arts Unit 3 January - April</b>	<b>Transdisciplinary Unit May – June</b>
	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul>	<p><b>How We Organize Ourselves</b> An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>• interactions within and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices: intended and unintended consequences</li> </ul>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul>

	<p><b>Central Idea:</b> We use our voices and instruments to change the sound of music.</p> <p><b>Specified Concepts:</b> form, function, connection</p> <p><b>Additional Concepts:</b> beat, rhythm, pitch, notation</p> <p><b>Lines of Inquiry</b> <b>An inquiry to:</b> 1. Understanding and feeling the steady beat in music 2. Exploring rhythm through movement, clapping, and instruments 3. Recognizing and using the pitches in singing and play</p> <p><b>ATL Skills:</b> SS1.1.2 Play cooperatively in a group: sharing, taking turns.  C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p><b>Learner Profile:</b> Communicator, Thinker</p> <p><b>Learning Outcomes:</b> <u>BELONG AND CONTRIBUTING</u> 31.2 Explore different elements of music  <u>PROBLEM SOLVING AND INNOVATING</u> 23.3 Use problem-solving skills and their imagination to create music</p>	<p><b>Central Idea:</b> We can use performance to share our feelings and celebrate together.</p> <p><b>Specified Concepts:</b> form, function, connection</p> <p><b>Additional Concepts:</b> creativity, emotion, teamwork, celebration, rhythm, imagination expression</p> <p><b>Lines of Inquiry</b> <b>An inquiry to:</b> 1. How can we show our feelings with our voices and actions? 2. How can we share fun and joy through performance 3. How can we work together to make our performance special?</p> <p><b>ATL Skills:</b> C. 1.3.4 Speak and express ideas clearly and logically in small and large groups. T 3. 7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p><b>Learner Profile:</b> Principled, Risk-taker</p> <p><b>Learning Outcomes:</b> <u>SELF-REGULATION AND WELL-BEING</u> 22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts  <u>BELONG AND CONTRIBUTING</u> 30.1 Demonstrate an awareness of personal interests and a sense of</p>	<ul style="list-style-type: none"> <li>• representation, collaboration and decision-making</li> </ul> <p><b>Central Idea:</b> Instruments make special sounds that help us tell stories and show feelings.</p> <p><b>Specified Concepts:</b> form, connection, function</p> <p><b>Additional Concepts:</b> community, sound, instrument families</p> <p><b>Lines of Inquiry</b> <b>An inquiry to:</b> 1. How do different instruments create sound? 2. How can we use instruments to tell a story? 3. What emotions can we express through the sounds of instruments?</p> <p><b>ATL Skills:</b> SS1.1.2 Play cooperatively in a group: sharing, taking turns. C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p><b>Learner Profile:</b> Inquirer, Caring</p> <p><b>Learning Outcomes:</b> <u>BELONG AND CONTRIBUTING</u>  31.2 Explore different elements of music  30.2 Explore a variety of tools, materials, and processes of their own</p>	<p><b>Central Idea:</b> Stories are expressions of our ideas, feelings, and beliefs.</p> <p><b>Specified Concepts:</b> form, perspective, function</p> <p><b>Additional Concepts:</b> interpretation, messages, stories, theme.</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b> 1. Stories include different elements. 2. Feelings and beliefs inspire stories. 3. Stories can be created and shared.</p> <p><b>ATL Skills:</b> <b>Communication Skills:</b> C1.3.2 Participate in conversations.  C1.3.3 Negotiate ideas and knowledge with peers and teachers.</p> <p><b>Thinking Skills:</b> T3.1 Make connections between units of inquiry.</p> <p><b>Learner Profile:</b> open-minded &amp; communicator</p> <p><b>Learning Outcomes:</b> <u>BELONG AND CONTRIBUTING</u>  31.2 Explore different elements of music  <u>Demonstrating Literacy &amp; Mathematics Behaviours</u></p>
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	<p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts</p> <p><u>DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS</u></p> <p>1.1 Explore sounds, rhythms, and language structures, with guidance and on their own</p>	<p>accomplishment in drama and dance, in music and in visual arts</p> <p>31.2 Explore different elements of music</p> <p><u>SELF-REGULATION AND WELL-BEING</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>choice to create drama, dance, music, and visual art forms in familiar and new ways</p> <p><u>SELF-REGULATION AND WELL-BEING</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>23.3 Use problem-solving skills and their imagination to create music.</p>	<p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p>
	<p><b>Teacher Questions/Provocation:</b></p> <p>Can you find the beat in this song?</p> <p>Can you show it with your body?</p> <p>What happens when we clap or move to the rhythm of the music?</p> <p>How do high and low sounds make us feel?</p> <p>Can we sing or play notes that go up or down?</p> <p>What instruments help us keep the beat?</p> <p>How do we use rhythm to tell a story with sound?</p> <p>Can we create our own short rhythm?</p>	<p><b>Teacher Questions/Provocation:</b></p> <p>How can we show our feelings with our voices and actions?</p> <p>How can we share fun and joy through performance?</p> <p>How does working together help our performance sound and look better?</p> <p>What does it feel like to perform for others?</p> <p>Can we show happiness or excitement with our voice or face?</p> <p>How can we help our friends when we perform together?</p> <p>What makes a performance fun to watch?</p> <p>What do we need to practice to make our performance special?</p>	<p><b>Teacher Questions/Provocation:</b></p> <p>What does this instrument sound like? Is it loud or soft? High or low?</p> <p>How do we play this instrument? (Do we hit, shake, blow, or pluck it?)</p> <p>Can this sound tell part of a story? What part?</p> <p>What kind of sound shows excitement? What about sadness?</p> <p>Can we make a sound that matches how we feel today?</p> <p>Can we work together to make music with different instruments?</p> <p>How does the sound of this instrument make you feel?</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>
<b>Content link</b>	Rhythm (quarter note/2 eighth notes) Pitch (Sol/mi)	Performance	Percussion, string, woodwind, + <b>brass instruments</b>	

P2	Performing Arts Unit 1	Performing Arts Unit 2	Transdisciplinary Unit (6 weeks)	Performing Arts Unit 3
	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> Family is used to describe a group with a common connection.</p> <p><b>Specified Concepts:</b> form, connection, function</p> <p><b>Additional Concepts:</b> community, sound, instrument families</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>1. What makes each instrument unique</li> <li>2. Different materials make different sounds</li> <li>3. How can we create and play our own instruments</li> </ol> <p><b>ATL Skills:</b> 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> inquirers, caring</p> <p><b>Learning Outcomes:</b> C1.2 Apply the elements of music when singing, playing, and moving.</p> <p><b>C3.1</b> Identify and describe musical experiences in their own lives.</p>	<p><b>How We Organize Ourselves</b> An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>• interactions within and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>• representation, collaboration and decision-making</li> </ul> <p><b>Central Idea:</b> We can share our ideas and feelings with others through performing.</p> <p><b>Specified Concepts:</b> form, connection, responsibility</p> <p><b>Additional Concepts:</b> emotion, communication, expression, storytelling, teamwork</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>1. Using voices, bodies, and actions to show feelings</li> <li>2. Different ways to perform and share ideas</li> <li>3. Working together to make a performance better</li> </ol> <p><b>Learner Profile Attributes:</b> communicator, caring</p> <p><b>ATL Skills:</b></p> <p><b>SM1.12</b> Take on and complete tasks as agreed.</p> <p><b>C1.3.4</b> Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Learning Outcomes:</b> C1.4 Use the tools and techniques of musicianship in musical performances</p>	<p><b>How the World Works</b> An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, <b>methods and tools</b></li> <li>• discovery, <b>design, innovation:</b> <b>possibilities and impacts</b></li> </ul> <p><b>Central Idea</b> People make everyday objects based on the properties of materials.</p> <p><b>Specified Concepts:</b> form, function, connection,</p> <p><b>Additional Concepts:</b> structures, materials, classification, sources (natural and manmade), properties, purposes</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b></p> <ol style="list-style-type: none"> <li>1. Materials and their properties</li> <li>2. How materials are used</li> <li>3. Building to solve everyday problems and care for the environment</li> </ol> <p><b>Learner Profile:</b> inquirer, risk-taker</p> <p><b>ATL Skills:</b> Research Skills: R 1.1.3 Ask or design relevant questions</p> <p>Self-Management Skills: SM 1.7 Use time effectively</p> <p>Thinking Skills: T 1.3.3 Draw conclusions</p> <p><b>Learning Outcomes:</b> C1.4 Use the tools and techniques of musicianship in musical performances</p> <p>C2.2 Describe ways in which the elements of music are used for different purposes in</p>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> Melody and rhythm help us share feelings and ideas through music.</p> <p><b>Specified Concepts:</b> form, function, connection</p> <p><b>Additional Concepts:</b> symbols, notation, melody</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>1. How sounds and beats make music we can sing and move to</li> <li>2. How music shows different feelings and ideas</li> <li>3. How we can create and respond to music with our voices and bodies</li> </ol> <p><b>Learner Profile Attributes:</b> knowledgeable, communicator</p> <p><b>ATL Skills:</b> 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>Learning Outcomes:</b> C1.2 Apply the elements of music when singing, playing, and moving.</p>



	<p><b>C3.2</b> Identify a variety of musical pieces from different cultures through performing and listening to them.</p> <p><b>B3.1</b></p>	<p><b>A1.2</b> Use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes</p> <p><b>B1.4</b> communicate feelings and ideas to a familiar audience (e.g., classmates) using a few simple visual or technological aids to support and enhance their drama work</p> <p><b>B2.1</b> express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story</p>	the music they perform, listen to, and create	<p><b>C1.3</b> Create compositions for a specific purpose and a familiar audience.</p> <p><b>C2.1</b> Express initial reactions and personal responses to musical performances in a variety of ways.</p> <p><b>C2.2</b> Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create.</p>
	<p><b>Teacher Questions/Provocation:</b> What does this instrument look and sound like? How do we play it? Do we hit it, blow it, pluck it, or shake it? What is this instrument made of? Does that change its sound? Can you group instruments by how they make sound? How do instruments work together in a group? Can we build our own instruments and make music?</p>	<p><b>Teacher Questions/Provocation:</b> How can we show feelings using our face, voice, or body? What kinds of performances can we create (story, dance, song, puppet show)? Why do we perform? Who do we share our performances with? How can we help each other in a group performance? What makes a performance interesting or exciting? How do we show care and responsibility when performing with others?</p>	<b>Teacher Questions/Provocation:</b> TBD	<p><b>Teacher Questions/Provocation:</b> What is pitch? What is beat? What is rhythm? How do we represent pitch in music? What is melody? Why do we need pitch? Where do we hear high and low sounds in music? How can we use symbols and notation to show pitch and melody in music?</p>
<b>Content link</b>	<b>Pitch (sol/mi/la)</b> Rhythm (quarter rest)	Performance		Musical elements- Rhythm, tempo, dynamic
<b>P3</b>	<b>Unit 1</b> <b>August - October</b>	<b>Unit 2</b> <b>October - December</b>	<b>Transdisciplinary Unit</b> <b>Jan 19 - Mar 13</b>	<b>Unit 3</b> <b>March - June</b>
	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> </ul>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul>



	<p><b>Central Idea:</b> People create music to share their feelings and ideas with others.</p> <p><b>Specified Concepts:</b> form, perspective, function</p> <p><b>Additional Concepts:</b> symbols, notation</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b> 1. The process of composing music 2. Why people choose to compose music 3. How we can make our own music</p> <p><b>Learner Profile:</b> knowledgeable, communicator</p> <p><b>ATL Skills:</b> SS1.1.2 Play cooperatively in a group: sharing, taking turns.  C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p><b>Learning Outcomes:</b> C1.3 Create simple compositions for a specific purpose and a familiar audience  B1.1 engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places  A2.2 identify and describe how the element of body is used in contrasting</p>	<p><b>Central Idea:</b> Through performance, we tell stories and share ideas working together to create meaning.</p> <p><b>Specified Concepts:</b> causation, function, change</p> <p><b>Additional Concepts:</b> narrative, imagination, roles &amp; responsibilities, transformation</p> <p><b>Lines of Inquiry:</b> 1. Telling a story through music 2. How everyone helps in a group performance 3. Using imagination to create a performance</p> <p><b>Learner Profile:</b> communicator, risk-taker</p> <p><b>ATL Skills:</b>  <b>SM1.12</b> Take on and complete tasks as agreed.  <b>C1.3.4</b> Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Learning Outcomes:</b> B1.3 plan and shape dramatic play by building on the ideas of others, both in and out of role  A1.3 create dance phrases using a variety of ways to connect movements  C1.4 use the tools and techniques of musicianship in musical performances  B2.1 express feelings and ideas about a drama experience or performance in</p>	<ul style="list-style-type: none"> <li>intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea</b>  Signs and symbols facilitate global communication.</p> <p><b>Specified Concepts:</b>  function, causation, form</p> <p><b>Additional Concepts:</b>  organization, symbols, maps, patterns</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b>  1. Signs and symbols around us 2. Signs and symbols foster communication. 3. How we create signs and symbols.</p> <p><b>Learner Profile</b>  communicators, open-minded, risk-taker</p> <p><b>ATL Skills:</b></p>	<p><b>Central Idea:</b> We use dance to explore different way to move and express ourselves.</p> <p><b>Specified Concepts:</b> Form, connection, responsibility</p> <p><b>Additional Concepts:</b> collaboration, creativity, expression</p> <p><b>Lines of Inquiry:</b> 1. Elements of dance 2. Exploring different types of dances 3. Choreography and performance</p> <p><b>Learner Profile Attributes:</b> risk-taker, open-minded</p> <p><b>ATL Skills:</b> C 1.2.3 Recognize the meaning of kinesthetic communication (body language) SM 1.7 Use time effectively and appropriately  Social Skills Interpersonal Relationships, Social &amp; Emotional Intelligence Interpersonal Relationships SS1.1.3 Help others.</p> <p><b>Learning Outcomes:</b> A1.1 use movements that are part of their daily experience in a variety of ways in dance phrases  A1.2 use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes</p>
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	<p>ways to communicate ideas in their own and others' dance phrases, with teacher support</p> <p>C3.1 Identify reasons why people make music in their daily lives</p>	<p>a variety of ways, making personal connections to the characters and themes in the story</p>	<p><b>Social Skills:</b> SS1.1.9 Build consensus and negotiate effectively.</p> <p><b>Research Skills:</b> R1.4.5 Present information in a variety of formats and platforms.</p> <p><b>Communication Skills:</b> C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p><b>Learning Outcomes:</b> C1.3 create simple compositions for a specific purpose and a familiar audience.  C1.5 use symbols to represent sounds and sounds to represent musical symbols</p>	<p>A1.3 create dance phrases using a variety of ways to connect movements</p> <p>A2.2 identify and describe how the element of body is used in contrasting ways to communicate ideas in their own and others' dance phrases, with teacher support</p>
	<p><b>Teacher Questions/Provocation:</b> What is music made of? What instruments or sounds can we use to make music?</p> <p>Why do you think someone would want to create music?</p> <p>How do composers decide what notes or sounds to use?</p> <p>How can we show our feelings or ideas through music?</p> <p>Can we create music that tells a story or expresses an emotion?</p> <p>What symbols do composers use to write their music?</p>	<p><b>Teacher Questions/Provocations:</b> How does the music help tell a story?</p> <p>What role do you play in our group performance?</p> <p>How can we work together to make our performance better?</p> <p>How can we use our imagination to make the performance more exciting?</p> <p>What happens when we add or change something in the performance?</p> <p>How do we share our ideas through music and movement?</p>	<p><b>Teacher Questions/Provocations:</b> <b>TBD</b></p>	<p><b>Teacher Questions/Provocation:</b></p> <p>How can we use movement to show how we feel?</p> <p>What different types of dances can we try, and how are they different?</p> <p>How does rhythm help us in our dance?</p> <p>How can we work together to make our group dance special?</p> <p>What happens when we add different movements or emotions to a dance?</p> <p>How can we use dance to tell a story or share an idea?</p>

Content link	Composers	Performance		Dance
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	Upper Primary (P4-P5) – Mr. Pyoung Gang Kim			
	Unit 1 with a pause for transdisciplinary and then christmas concert			
Duration	Performing Arts Unit 1 August - December (pause for transdisciplinary unit and then Christmas concert)	Transdisciplinary Unit Oct 13 - Nov 21	Performing Arts Unit 2 (January – April)	Performing Arts Unit 3 (April – June)
P4	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> We can extend and enjoy our creativity through performance.</p> <p><b>Specified Concepts:</b></p> <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> <p><b>Additional Concepts:</b> expression, connection, audience</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Singing as a form of Expression</li> <li>• Dancing as a means of Expression</li> <li>• Etiquette for the audience</li> </ul>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea</b> The structures and purposes of texts influence how we express our feelings and experiences.</p> <p><b>Specified Concepts:</b> form, perspective, responsibility</p> <p><b>Additional Concepts:</b> voice, text structure, conventions</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b></p> <ol style="list-style-type: none"> <li>1. Structural features of texts.</li> <li>2. Different kinds of personal writing</li> <li>3. Sharing our experiences through writing.</li> </ol> <p><b>Learner Profile:</b> communicator, reflective</p> <p><b>Approaches to Learning:</b></p>	<p><b>How the World Works</b> An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods and tools</li> <li>• discovery, design, innovation: possibilities and impacts</li> </ul> <p><b>Central Idea:</b> We can create meaning using patterns and symbols.</p> <p><b>Specified Concepts:</b></p> <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> <p><b>Additional Concepts:</b> 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>Who We Are</b> An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>• physical, emotional, social and spiritual health and well-being</li> <li>• relationships and belonging</li> <li>• learning and growing.</li> </ul> <p><b>Central Idea:</b> We can create art to express who we are as individuals and community.</p> <p><b>Specified Concepts:</b></p> <ul style="list-style-type: none"> <li>• Connection – How is it linked to other things?</li> <li>• Change – How is it transforming?</li> <li>• Causation – Why is it as it is?</li> </ul> <p><b>Additional Concepts:</b> expression, communication</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Dance tells our stories</li> <li>• Music unites our community</li> <li>• Drama reflects our shared experiences</li> </ul>

	<p><b>Approaches to Learning:</b> <b>Self- Management Skills:</b> <b>SM1.12</b> Take on and complete tasks as agreed.</p> <p><b>Communication skills</b> <b>C1.3.4</b> Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Learner Profile:</b> Principled, Caring</p> <p><b>Learning outcomes: Music</b> <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>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><b>Learning outcomes: Dance</b> <b>A1.3</b> create dance phrases using a variety of pattern forms</p>	<p><b>Communication Skills</b> <b>C2.2.1</b> Use appropriate forms of writing for different purposes and audiences.</p> <p><b>C2.2.5</b> Organize information logically.</p> <p><b>C2.1.2</b> Read critically and for comprehension.</p> <p><b>Thinking Skills</b> <b>T2.2.7</b> Consider multiple alternatives, including those that might be unlikely or impossible.</p> <p><b>Learning outcomes:</b> <b>C1.3</b> create compositions for a specific purpose and a familiar audience</p> <p><b>B3.2</b> demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world</p>	<p><b>Approaches to Learning:</b> <b>Thinking skills:</b> <b>T1.1.7</b> take knowledge or ideas apart by separating them into component parts.</p> <p><b>Communication skills:</b> <b>C2.1.1</b> read a variety of sources for information and for pleasure.</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable</p> <p><b>Learning Outcomes: Music</b> <b>C1.2</b> apply the elements of music when singing, playing an instrument, and moving.</p> <p><b>C1.3</b> create compositions for a specific purpose and a familiar audience</p> <p><b>C1.4</b> use the tools and techniques of musicianship in musical performances</p> <p><b>C1.5</b> demonstrate an understanding of standard and non-traditional musical notation.</p>	<p><b>Approaches to Learning:</b> <b>Social Skills:</b> <b>SS1.1.6</b> Listen closely to others' perspectives and to instructions.</p> <p><b>Communication Skills:</b> <b>C2.2.1</b> Use appropriate forms of writing for different purposes and audiences.</p> <p><b>Learner Profile:</b> Caring, Reflective</p> <p><b>Learning Outcomes: Dance:</b> <b>A1.3</b> create dance phrases using a variety of pattern forms.</p> <p><b>Learning Outcomes: Drama:</b> <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> <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>C1.3</b> create compositions for a specific purpose and a familiar audience.</p>
	<p><b>Teachers Questions:</b></p> <p>How does the use of shapes and patterns represent and convey specific sound or musical elements?</p> <p>In what ways do music symbols and notation systems contribute to the understanding and interpretation of musical compositions?</p> <p>How can language be effectively used to describe and analyse music, allowing students to communicate their understanding and interpretations of musical pieces?</p>		<p><b>Teachers Questions</b></p> <p>How can singing help us express our feelings? What stories can we tell through dance? Why is audience etiquette important during performances?</p>	<p><b>Teachers Questions</b></p> <p>What stories do you think dance can tell about our lives? How does music bring our community together? In what ways does drama show our common experiences?</p>
<b>P5</b>	<b>Performing Arts Unit 2</b> <b>January - April</b>	<b>Performing Arts Unit 1</b> <b>August - December</b> Pause for transdisciplinary unit	<b>Transdisciplinary Unit</b> October 13-November 21	<b>Performing Arts Unit 3</b> <b>April - June</b>

	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> Music is a form of communication.</p> <p><b>Specified 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>Additional Concepts:</b> Notation, Communication, Techniques, Value</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>• How do we interpret the language of music when reading it?</li> <li>• What key elements make up a good musical composition?</li> <li>• What techniques do we use to play our instruments effectively?</li> </ul>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> We create shared experiences through performance.</p> <p><b>Specified 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>Additional Concepts:</b> Relationships, Audience, Creativity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What strategies improve our singing.</li> <li>• How can we enhance our dancing.</li> <li>• How do we work together in a performance.</li> </ul> <p><b>Teacher Questions:</b></p> <ul style="list-style-type: none"> <li>• What techniques can help us sing better?</li> <li>• What tips can make our dancing more effective?</li> <li>• How do we collaborate during a performance?</li> </ul>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social, and cultural notes and practices of communication</li> <li>• intentions, perceptions, interpretations, and responses</li> </ul> <p><b>Central Idea</b> Light and sound can be used to impact the world around us.</p> <p><b>Specified Concepts:</b> form, perspective, responsibility</p> <p><b>Additional Concepts:</b> impact, properties, light/sound, sources, media,</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b></p> <ol style="list-style-type: none"> <li>1. Light and sound have a variety of forms. (form)</li> <li>2. Light and sound impacts the world. (perspective)</li> <li>3. Light and sound have a positive effect on others. (responsibility)</li> </ol> <p><b>Learner Profile:</b> communicator, risk-takers</p> <p><b>ATL</b></p> <p>T3.4 Inquire in different contexts to gain different perspectives.</p>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> The arts are interconnected and allow us to explore the connections between ourselves and others.</p> <p><b>Specified 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>Additional Concepts:</b> Imagination, Relationships, Interpretation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How does music enhance stories.</li> <li>• How do we respond to music through movements.</li> <li>• How does performance connect us</li> </ul> <p><b>Teacher Questions:</b></p> <ul style="list-style-type: none"> <li>• How does music add depth to a drama?</li> <li>• In what ways do we express ourselves through dance when responding to music?</li> </ul>

	<p><b>Approaches to Learning:</b>  <b>Thinking skills:</b>  <b>T1.1.7</b> take knowledge or ideas apart by separating them into component parts.</p> <p><b>Communication skills:</b>  <b>C1.1.2</b> Listen actively and respectfully to others speak.</p> <p><b>Learner Profile:</b>  Knowledgeable, Reflective</p> <p><b>Learning outcomes: Music</b>  <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>	<p><b>Approaches to Learning:</b>  <b>Self- Management Skills:</b>  <b>SM1.12</b> Take on and complete tasks as agreed.</p> <p><b>Communication skills</b>  <b>C1.3.4</b> Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Learner Profile:</b>  Risk-Taker, Principled</p> <p><b>Learning Outcomes: Music:</b>  <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>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 Outcomes: Dance</b>  <b>A1.3</b> use narrative form to create short dance pieces on a variety of themes</p>	<p>R1.1.3 Ask or design relevant questions of interest that can be researched.</p> <p><b>Learning outcomes: Music</b></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>	<ul style="list-style-type: none"> <li>How does performance strengthen our community bonds?</li> </ul> <p>Approaches to Learning:  Social Skills:  SS1.1.6 Listen closely to others' perspectives and to instructions.  Communication Skills: C2.2.1 use appropriate forms of writing for different purposes and audiences.</p> <p><b>Learner Profile:</b>  Open-minded, Caring</p> <p><b>Learning Outcome: Dance:</b>  <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>  <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.  B1.1  B1.4</p> <p><b>Learning Outcome Music:</b>  <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>C2.1</b> express detailed personal responses to musical performances in a variety of ways</p>
<b>P6</b>	<b>Performing Arts Unit 1</b> <b>August - October</b>	<b>Performing Arts Unit 2</b> <b>October - December</b>	<b>Transdisciplinary Unit</b> <b>March - May</b>	<b>Performing Arts Unit 3</b> <b>January – June</b> <p>(pause for PYP Exhibition)</p>
	How We Express Ourselves	How We Organize Ourselves	PYP Exhibition	How We Express Ourselves

	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> Music acts as a universal language of expression.</p> <p><b>Specified Concepts:</b> Function- How does it work? Form- What is it like? Causation – Why is it as it is?</p> <p><b>Additional Concepts:</b> notation, communication, techniques.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Understanding Music Notation – Interpreting musical language?</li> <li>• Composing Music – Key elements of musical composition?</li> <li>• Playing Instruments – Techniques do we use to play instruments effectively?</li> </ul> <p><b>Learner Profile:</b> knowledgeable, inquirers</p> <p><b>Teacher questions</b></p> <ul style="list-style-type: none"> <li>• How do we read musical notation?</li> <li>• What are the essential elements of composition?</li> <li>• What techniques help us play instruments well?</li> </ul> <p><b>Approaches to Learning:</b> <b>Thinking skills:</b> T1.1.7 take knowledge or ideas apart by separating them into component parts.</p> <p><b>Communication skills:</b> C2.1.1 read a variety of sources for information and for pleasure.</p>	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> We foster collective experiences through our performances.</p> <p><b>Specified Concepts:</b> Connection- How is it linked to other things? Responsibility- What are our obligations? Perspective- What are the points of view?</p> <p><b>Additional Concepts:</b> relationships, audience, creativity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Practice Methods and Techniques – How do we prepare for a performance through effective practice?</li> <li>• Dance Techniques: What methods can we use to enhance our dance skills and creativity?</li> <li>• Collaborative Roles – How do we support each other during a performance?</li> </ul> <p><b>Learner Profile:</b> risk-taker, principled</p> <p><b>Teacher Questions:</b></p> <ul style="list-style-type: none"> <li>• How can we practice effectively for a performance?</li> <li>• What techniques can enhance our dance skills and creativity?</li> <li>• How do we collaborate and support one another during performances?</li> </ul> <p><b>Approaches to Learning:</b> <b>Self- Management Skills:</b></p>	<p><b>IB Elements to be determined by the students.</b></p> <p><b>Learning outcomes:</b> B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works</p> <p>C3.1 identify and describe some of the key influences of music within contemporary culture</p>	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea:</b> The arts are intertwined, enabling us to explore the connections between ourselves and those around us.</p> <p><b>Specified 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>Additional Concepts:</b> imagination, relationships, interpretation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How does music enrich storytelling</li> <li>• How do we interpret music through our movements</li> <li>• How does performance build stronger connections within our community</li> </ul> <p><b>Learner Profile:</b> open-minded, thinker</p> <p><b>Teacher Questions:</b></p> <ul style="list-style-type: none"> <li>• In what ways does music enhance storytelling?</li> <li>• How do we express music through our movements?</li> <li>• How does performance help strengthen community connections?</li> </ul> <p><b>Approaches to Learning:</b> <b>Social Skills:</b> SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.</p>
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	<p><b>Learning Outcomes: Music</b>  <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>	<p><b>SM1.12</b> Take on and complete tasks as agreed.</p> <p><b>Communication Skills</b>  <b>C1.3.4</b> Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Learning Outcomes: Music:</b>  <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>C2.3</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: Dance</b>  <b>A2.3</b> identify and give examples of their strengths and areas for growth as dance creators and audiences members</p>		<p><b>Communication Skills: C2.2.1</b> Use appropriate forms of writing for different purposes and audiences.</p> <p><b>Learning Outcome: Dance:</b>  <b>A1.2</b> use dance as a language to explore and communicate ideas derived from a variety of literature sources.  <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>  <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>
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