

## Arts Education

Rationale: Arts Education is a very important part in the overall physical, social, and emotional part of a child's development. During this unit, we will be using auditory, visual and kinesthetic components of arts education to explore the life of a frog. This unit integrates concepts from the grade 5 health and science curriculum. In health, we take the concept of healthy eating and apply it to the world of a frog in "edible insects." We discuss how frogs rely on insects for survival, and we can too! We will learn about "Entomophagy" (our fancy term for insect eating) and how this can become a part of our balanced lifestyle. In science, we take concepts from the optional unit of Communities and Ecosystems by finding out where frogs live and comparing this to our own lifestyles. We use the auditory component to explore different sounds that could be found at a pond or a marsh, the visual and kinesthetic components can be found in the areas of dance and drama. In dance we will be focusing on different bodily movements of frogs and transforming these movements into dance phrases. In drama, we will be re-enacting different skits from stories such as "The Frog Prince" which will showcase what we have learned in our dance and music stands.

### Music: Day 1

- Students will brainstorm different sounds they hear in a pond or marsh. Once they are finished brainstorming, they will explore these sounds by using instruments on the music cart, vocal and body exploration, and by using things found around the classroom.

### Assessment:

- Anecdotal notes

### Music: Day 2

- Students will work in groups to come up with definitions for the qualities of sound
- Students will then work in groups to create a Soundscape of a pond or marsh

### Assessment:

- At the end of the class, students will write a short quiz on the qualities of sound
- Students will fill out their own self-evaluation after creating and presenting their Soundscape
- Students will also be assessed on their Soundscape, using a rubric

### Dance: Day 1

- As a class, we will discuss the elements of movement: body awareness, space awareness, effort, and relationships (Students will be given a handout)
- We will also discuss different locomotor and nonlocomotor movements
- Once learning about these different movements, students will have to brainstorm different movements of a frog

Assessment:

- Take anecdotal notes wherever possible

Dance: Day 2

- Students will work in groups to create a dance sequence of the life of a frog

Assessment:

- Students will use peer and self assessment
  - o Peer: groups will be in charge of answering questions on other groups sequences based on observation
  - o Self: using I Can statements to assess what the students have learned

Drama:

- Students will work in groups to create scenes from the frog prince. They will take concepts learned in the music and dance strands and apply them to their scene

Assessment:

- Students will be assessed individually, using a rubric
- Students will be given two chances to present their scene (The first time, they will be given comments and suggestions on how they can improve their scene and will be expected to fix those parts, and the second time they will be assessed using a rubric)
- Students will be expected to fill out a self evaluation after finishing their production

Grade 5 Arts Education  
Music  
Lesson 1

Foundational Objectives:

- Students will become aware of the contexts, sources, functions, characteristics and qualities of sound in own environment
- Students will develop vocal and instrumental capabilities in order to use them as mediums of expression

<p>Content: (Topic) Theme: Frogs What do you hear by a pond or marsh?</p>	<p>Teaching Strategy: Brainstorming: In groups, students will brainstorm different sounds they hear in a pond or marsh.</p>
<p>Learning Objectives: Students will be able to experiment with voice and instruments by creating and imitating sounds</p>	<p>Assessment: Choose several students to observe using the criteria under learning objectives. Check whether they have met the learning objective for that day. Record anecdotal notes wherever possible. Students will write a short quiz at the end of the presentations on the different qualities of sound.</p> <ul style="list-style-type: none"> <li>- This is a crucial part of the music lesson, and students must understand the terminology in order to be successful in the next lesson</li> </ul>

<p>Adaptive Dimension: Brainstorming different sounds you might hear in a pond or marsh might be difficult for students if done on the spot, have students brainstorm with their group and give them sufficient time to come up with ideas. If students are still struggling after awhile, play music that may remind them of sounds they would hear near a pond.</p>
<p>Common Essential Learning's: Communication: Through brainstorming, students will express their ideas and demonstrate their understanding.</p>

<p>Pre-requisite learning:</p>
<p>Lesson Preparation: Materials/Advanced Preparation</p> <ul style="list-style-type: none"> <li>- CD with different examples of different musical dynamics</li> <li>- Instruments from music room</li> <li>- Large poster titled "Qualities of Sound" that students must write their definitions and examples on</li> </ul>

Students will be expected to know the terminology of:

Dynamics, pitch, duration, tempo and texture.

- Give each group a word that they will be expected to research. This can be done through the use of a MacBook (Technology Literacy) or by simply using the dictionaries

Once students have come up with a definition and example of their word, they will be expected to teach it to the class.

- Students will take notes and will be expected to use all of this terminology in their Soundscape

Grade 5 Arts Education  
Music  
Lesson 2

<p>Content: (Topic) Creating a Soundscape using the theme of “Frogs” and incorporating the 5 Qualities of Sound.</p>	<p>Teaching Strategy: Guided instruction and co-operative learning. Students will be given a rubric and will have expectations for this assignment. By using their previous knowledge on the qualities of sounds and their brainstormed lists of sounds, they should be able to work co-operatively as a group to create a final piece.</p>
<p>Learning Objectives: - Students will be able to work co-operatively and collaboratively with group members while creating their Soundscape. - Students will be able to incorporate the 5 Qualities of Sound into their Soundscape</p>	<p>Assessment: Students will fill out their own self-evaluation after creating their Soundscape. Students will also be assessed on their Soundscape using a rubric.</p>

<p>Adaptive Dimension: Because this is a group project, students will be expected to work co-operatively and collaboratively with others. In this lesson, this means that students must work together to help each other become successful members of the group.</p>
<p>Common Essential Learning’s: Communication: Students will be able to express their ideas, and learn from each others thinking to present their understanding through the creation of a Soundscape. Independent learning: By giving students the chance to create their own Soundscape, they will experience independent exploration that will require them to go beyond just what the lesson provides.</p>

<p>Pre-requisite learning: Previous to this lesson students will learn about the different Qualities of Sound and how to apply them to the use of different instruments. Students will need this knowledge in order to be successful in their presentations of their final project.</p>
<p>Lesson Preparation: Materials/Advanced Preparation</p> <ul style="list-style-type: none"> <li>- Copies of rubric for each group</li> <li>- Copies of self-evaluation sheets</li> <li>- CD with different examples of layering sounds and sounds heard in a pond or marsh</li> </ul>

### Creating a Soundscape: Rubric

Names: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>E</b>	<b>M</b>	<b>B</b>	<b>NY</b>
<b>Use of instruments. (Vocal, body parts, or musical instruments)</b>	At least 4 different instruments are being used.	3 different instruments are being used.	Only 2 different instruments are being used.	Only 1 instrument is being used.
<b>Instruments used:</b>				
<b>Using the Qualities of Sound</b>	Evidence of 4 or 5 out of the 5 Qualities of Sound	Evidence of use of at least 3 out of the 5 Qualities of Sound	Use of only 1 or 2 out of the 5 Qualities of Sound	No evidence of use of any of the Qualities of Sound.
<b>Role of Group Members</b>	Each group member plays an equal role in the completed Soundscape	Each group member plays a role but one or two members do not contribute as much	Only some of the group members play a role in the completed Soundscape	Only one or two of the group members participates in the completed Soundscape
<b>Layering of Sounds</b>	There is evidence of layering. Planning and practice is evident.	There is evidence of some layering. Planning and practice were not very strong.	There is minimal evidence of layering. No evidence of planning or practice.	There is no evidence of layering in the final performance.
			OVERALL:	

Grade 5 Arts Education  
Dance  
Lesson 1

Foundational Objectives:

- Students will develop movement skills to use the body as an instrument for expression
- Students will begin to develop own ideas in dance compositions, using choreographic structures and processes
- Students will know that sequencing means ordering movements in a meaningful way

<p>Content: (Topic) Theme: Frogs How does a frog move?</p>	<p>Teaching Strategy: Direct teaching: Providing the students with definitions of locomotor and non-locomotor movements and the elements of movement. Students will explore the different movements throughout the classroom. Brainstorming: Students will brainstorm different locomotor and non-locomotor movements a frog makes. Students will work in groups to create a dance sequence that portrays the life of a frog.</p>
<p>Learning Objectives: Students will be able to brainstorm and demonstrate different locomotor and non-locomotor movements of a frog. Students will be able to create a movement sequence that portrays the life of a frog.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> <li>- Students will be assessed using anecdotal notes wherever necessary</li> <li>- Students will be marked using the NY/B/M/EX based on their participation during class time</li> <li>- Students will also be assessed on the completion of their dance sequence using a rubric</li> </ul>

Adaptive Dimension:

Students will be expected to work in groups, once again, for this assignment. I have decided to allow the students to choose their own groups this time. During our music mini unit, I placed the students into groups and there were many problems overall. I have decided that if I allow students to choose their own groups it could either go one of two ways: firstly, it could turn out great with students working productively and cooperatively with their peers, or secondly, it could turn into fooling around and students not accomplishing what is asked of them. If this doesn't turn out, students will be expected to scratch the idea of a dance sequence and we

will watch videos on dance sequences and they will be expected to take notes.

Common Essential Learning's:

Independent learning: By learning different locomotor and non-locomotor movements, students will be guided in the development of their own dance phrases.

Pre-requisite learning:

This is an introductory lesson to our mini unit on dance, the only prerequisite learning is that students understand the concept of frogs.

Lesson Preparation: Materials/Advanced Preparation

- Rocky Mountain Suite CD that students will be creating their dance sequences to.
- Set up the video of the Life Cycle of a Frog on YouTube

Set:

Students will be given the handout titled "Elements of Movement" describing the elements and giving examples of locomotor and non-locomotor movements. Discuss the definitions of locomotor and non-locomotor movements. Have the students then stand up and as I call out different movements, they have to say whether they are locomotor or non-locomotor movements and then do that movement.

Development:

Have students brainstorm different locomotor and non-locomotor movements of a frog. Explain to the students that they will be responsible for creating a dance sequence portraying the life cycle of a frog. (Before they begin practicing, show a video of the life cycle of a frog on youtube)

Elements of Movement: It is crucial to go over and explain the different elements of movement before students go off to create their dance sequence. Explain to the students that in their sequence they must incorporate the elements of movement.

Students must be aware of:

- Body
- Space (Students must be aware of different levels in this dance sequence, especially since they are starting off as something so small and working their way up to something large)
- Effort
- Relationships (Students must focus on the partners and groups aspect of relationships. In this dance sequence, each member of the group must be doing the exact same thing at the exact same time)

Closure:

Students will be presenting their dance sequences to the class. This will be graded using a rubric. Students will be graded as a group, but will also be graded overall individually using anecdotal notes. (It is important to video tape the dance sequences in order to go back and review the performances)

Group Members:

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Dance Sequence Rubric:

	EX	M	B	NY
Obvious use of the Elements of Movement				
Group is able to explain at least 3 Elements of Movement used.				
Each member of the group played a role in the finished Dance Sequence.				
Group members performed each movement together.				
			Overall:	

Grade 5 Arts Education  
Dance  
Lesson 2

Foundational Objectives:

- Students will develop movement skills to use the body as an instrument for expression
- Students will begin to develop own ideas in dance compositions, using choreographic structures and processes

<p>Content: (Topic) Theme: Frogs Creating a dance sequence that portrays the life cycle of a frog</p>	<p>Teaching Strategy: Brainstorming: Students will brainstorm different locomotor and non-locomotor movements a frog makes.</p>
<p>Learning Objectives: Students will be able to describe and experiment with the locomotor and non-locomotor movements of a frog.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> <li>- Students will be assessed on the completion of their movement patterns displaying the life cycle of a frog (using anecdotal notes and individual rubrics)</li> <li>- Dance sequences will be videotaped and students will be marked individually</li> </ul>

Adaptive Dimension:

Brainstorming different sounds you might hear in a pond or marsh might be difficult for students if done on the spot, have students brainstorm with their group and give them sufficient time to come up with ideas. If students are still struggling after awhile, play music that may remind them of sounds they would hear near a pond.

Common Essential Learning's:

Independent learning: By learning different locomotor and non-locomotor movements, students will be guided in the development of their own dance phrases.

Pre-requisite learning:

Lesson Preparation: Materials/Advanced Preparation

- CD with different examples of different musical dynamics
- Instruments from music room
- Large poster titled "Qualities of Sound" that students must write their definitions and examples on

Students will be expected to know the terminology of:

Dynamics, pitch, duration, tempo and texture.

- Give each group a word that they will be expected to research. This can be done through the use of a MacBook (Technology Literacy) or by simply using the dictionaries

Once students have come up with a definition and example of their word, they will be expected to teach it to the class.

- Students will take notes and will be expected to use all of this terminology in their Soundscape

Arts Education  
Dance Rating Scale

Foundational Objective(s):

Students will:

- Develop movement skills to use the body as an instrument for expression
- Begin to develop own ideas in dance compositions, using choreographic structures and processes

Date:

Learning Objectives

Students Names	Explores ways of creating contrast in own movements	Extends own body's range of movement, strength, and balance with attention paid to correct alignment	Copies movement phrases as demonstrated	Uses the entire body to explore different movement concepts
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Grade 5 Arts Education  
Drama  
Lesson 1

Over the next few lessons, students will be given the opportunity to combine what they learned from the dance and music strands into a drama. Students will be put into groups and given paragraphs from “The Frog Prince” and will be expected to present these pieces to the class.

Each group needs:

- A Narrator to read out the passage (good vocal projection)
- Dancers to act out what is being read
- Musicians to provide music for the production

It is important to give very clear instructions on what is expected. This is the order the students must work on their skits:

- Read over the paragraph as a group, discuss the characters, setting, and sounds you might hear
- Assign roles: decide who is going to be the narrator, dancers, and musicians
- Each role must work independently:
- The narrator will be working to memorize their lines and work on voice projection and expression,
- The dancers will be working together taking movements learned from the previous dance class and applying them to the script, and
- The musicians will be working together to take music sequences from their soundscapes and applying them to their scripts

Students will be presenting these sequences to the class.

Each scene will be presented in order and videotaped so students can watch their performance once it has been presented.

Scene # 1: Narrator, Princess, 2 musicians

One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool spring of water, that rose in the midst of it, she sat herself down to rest a while. Now she had a golden ball in her hand, which was her favourite plaything; and she was always tossing it up into the air, and catching it again as it fell. After a time she threw it up so high that she missed catching it as it fell; and the ball bounded away, and rolled along upon the ground, till at last it fell down into the spring. The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it. Then she began to bewail her loss, and said, 'Alas! if I could only get my ball again, I would give all my fine clothes and jewels, and everything that I have in the world.'

Scene # 2: Narrator, Frog, Princess, 2 Musicians

Whilst she was speaking, a frog put its head out of the water, and said, 'Princess, why do you weep so bitterly?' 'Alas!' said she, 'what can you do for me, you nasty frog? My golden ball has fallen into the spring.' The frog said, 'I want not your pearls, and jewels, and fine clothes; but if you will love me, and let me live with you and eat from off your golden plate, and sleep upon your bed, I will bring you your ball again.' 'What nonsense,' thought the princess, 'this silly frog is talking! He can never even get out of the spring to visit me, though he may be able to get my ball for me, and therefore I will tell him he shall have what he asks.' So she said to the frog, 'Well, if you will bring me my ball, I will do all you ask.' Then the frog put his head down, and dived deep under the water; and after a little while he came up again, with the ball in his mouth, and threw it on the edge of the spring. As soon as the young princess saw her ball, she ran to pick it up; and she was so overjoyed to have it in her hand again, that she never thought of the frog, but ran home with it as fast as she could. The frog called after her, 'Stay, princess, and take me with you as you said,' But she did not stop to hear a word.

Scene # 3: Narrator, Princess, Frog, 2 Musicians

The next day, just as the princess had sat down to dinner, she heard a strange noise—tap, tap—plash, plash—as if something was coming up the marble staircase: and soon afterwards there was a gentle knock at the door, and a little voice cried out and said:

'Open the door, my princess dear,  
Open the door to thy true love here!  
And mind the words that thou and I said  
By the fountain cool, in the greenwood shade.'

Then the princess ran to the door and opened it, and there she saw the frog, whom she had quite forgotten. At this sight she was sadly frightened, and shutting the door as fast as she could came back to her seat. The king, her father, seeing that something had frightened her, asked her what was the matter. 'There is a nasty frog,' said she, 'at the door, that lifted my ball for me out of the spring this morning: I told him that he should live with me here, thinking that he could never get out of the spring; but there he is at the door, and he wants to come in.'

Scene # 4: Narrator, King, Princess, Frog, 2 Musicians

While she was speaking the frog knocked again at the door, and said:

'Open the door, my princess dear,  
Open the door to thy true love here!  
And mind the words that thou and I said  
By the fountain cool, in the greenwood shade.'

Then the king said to the young princess, 'As you have given your word you must keep it; so go and let him in.' She did so, and the frog hopped into the room, and then straight on-tap, tap-plash, splash- from the bottom of the room to the top, till he came up close to the table where the princess sat. 'Pray lift me upon chair,' said he to the princess, 'and let me sit next to you.' As soon as she had done this, the frog said, 'Put your plate nearer to me, that I may eat out of it.' This she did, and when he had eaten as much as he could, he said, 'Now I am tired; carry me upstairs, and put me into your bed.' And the princess, though very unwilling, took him up in her hand, and put him upon the pillow of her own bed, where he slept all night long. As soon as it was light he jumped up, hopped downstairs, and went out of the house. 'Now, then,' thought the princess, 'at last he is gone, and I shall be troubled with him no more.'

Scene # 5: Narrator, Frog, Princess, 2 Musicians

But she was mistaken; for when night came again she heard the same tapping at the door; and the frog came once more, and said:

'Open the door, my princess dear,  
Open the door to thy true love here!  
And mind the words that thou and I said  
By the fountain cool, in the greenwood shade.'

And when the princess opened the door the frog came in, and slept upon her pillow as before, till the morning broke. And the third night he did the same. But when the princess awoke on the following morning she was astonished to see, instead of the frog, a handsome prince, gazing on her with the most beautiful eyes she had ever seen, and standing at the head of her bed.

He told her that he had been enchanted by a spiteful fairy, who had changed him into a frog; and that he had been fated so to abide till some princess should take him out of the spring, and let him eat from her plate, and sleep upon her bed for three nights. 'You,' said the prince, 'have broken his cruel charm, and now I have nothing

to wish for but that you should go with me into my father's kingdom, where I will marry you, and love you as long as you live.'

Scene # 6: Narrator, Princess, Musicians

The young princess, you may be sure, was not long in saying 'Yes' to all this; and as they spoke a gay coach drove up, with eight beautiful horses, decked with plumes of feathers and a golden harness; and behind the coach rode the prince's servant, faithful Heinrich, who had bewailed the misfortunes of his dear master during his enchantment so long and so bitterly, that his heart had well-nigh burst.

They then took leave of the king, and got into the coach with eight horses, and all set out, full of joy and merriment, for the prince's kingdom, which they reached safely; and there they lived happily a great many years.

Musicians  
Brainstorming

After reading your scene, brainstorm the instruments you might use:



Dancers  
Brainstorming

After reading your scene, brainstorm different movement sequences you might use:

