

**AREA OF STUDY: EXPRESSIVE ARTS—MUSIC**

**INFANT I**

**AREA OF STUDY OUTCOMES**

Pupils should:

- EA1.a - Sing in Tune**
- EA1.b - Identify and produce rhythm and beat**
- EA1.c - Discriminate between and imitate sounds**

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP2.a Take part in group activities**
- SP2.c Identify feelings**
- SP2.e Lead and follow where appropriate**
- SP2.f Help the group achieve its goal**
- SP3.a Assess their needs/interests**
- SP3.b Assess progress in relation to achievement of goals and adjust goals or strategies as necessary**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Recommended Time: (6 weeks)</b>  <b><u>INSTRUMENTS</u></b></p> <ul style="list-style-type: none"> <li>▪ Percussion/Cultural</li> <li>▪ Hitting Instruments: Any two objects that hit together (e.g. two sticks, two blocks, cymbals, etc)</li> <li>▪ Shaking instruments (e.g. shake up and down; or sideways)</li> </ul>	<p><b><u>INSTRUMENTS</u></b></p> <ul style="list-style-type: none"> <li>▪ Discuss percussion instruments (hitting and shaking)                             <ul style="list-style-type: none"> <li>- Appearance</li> <li>- Sound the instruments makes.</li> <li>-How each of the instruments are made.</li> </ul> </li> <li>▪ Discuss Belizean cultural instruments (e.g. Mestizo-marimba, Garifuna – drum, shaker, turtle shell, Creole – drum, jawbone).</li> <li>▪ Display cultural instruments.</li> <li>▪ Construct percussion instruments                             <ul style="list-style-type: none"> <li>- hitting</li> <li>- shaking</li> </ul> </li> <li>▪ Observation of how instruments are played.</li> <li>▪ Invite representative from various cultures to talk about music in their culture.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orally identify classroom instruments with/without recording.</li> <li>▪ Orally differentiate between the different instruments and the cultural instruments.</li> <li>▪ Color instruments with color designated by teacher.</li> <li>▪ Orally list specific percussion instruments.</li> <li>▪ Project – instrument construction.</li> <li>▪ Observe how instruments are played</li> </ul>

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Recommended Time: (8 weeks)</b>  <b>RHYTHM – Beat or pulse of the music</b></p> <ul style="list-style-type: none"> <li>▪ Steady beat – follow one pattern/same pattern</li> <li>▪ Tempo changes (slow/fast)</li> <li>▪ Long/short sounds (for example: meow – cat, ruff – dog) Mood (sad/happy).</li> </ul>	<p><b><u>RHYTHM</u></b></p> <ul style="list-style-type: none"> <li>▪ Introduce steady beat using rhymes (e.g. Humpty Dumpty). What is the beat? Use body movement to exhibit steady beat of a rhyme (e.g. walk, stamp to the beat).               <ol style="list-style-type: none"> <li>a. use the percussion instruments in groups to follow the steady beat</li> <li>b. shake the shakers to the beat</li> </ol> </li> <li>▪ Use pictures of animals to choose those that are fast/slow.               <ol style="list-style-type: none"> <li>a. Discuss how it changes (tempo), fast/slow.</li> <li>b. Differentiate between songs and ask if fast/slow.</li> <li>c. Change tempo of familiar songs and ask if fast/slow.</li> </ol> </li> <li>▪ Introduce and discuss short and long sounds                Animals/objects               <ol style="list-style-type: none"> <li>a. Percussion instruments (hitting instruments)</li> <li>b. Name words with short/long sounds.</li> <li>c. Use student names with short/long sounds (e.g. Sue (short), Mary (long).</li> </ol> </li> <li>▪ Discuss the moods of the rhymes (e.g. happy, sad).</li> <li>▪ Display the moods of the rhymes (e.g. happy, sad).               <ol style="list-style-type: none"> <li>a. Compare classroom items (e.g. shoe, book).</li> <li>b. Facial expression and body movement.</li> </ol> </li> </ul> <p><b><u>RHYTHM AND MOVEMENT</u></b></p> <ul style="list-style-type: none"> <li>▪ Using the instrument taught, half of the class gives the rhythm while the other half moves to the beat (e.g. jumping, swaying, swinging with partner).</li> <li>▪ Various students will take turns directing the players at various speeds while the others that are listening move to the beat.</li> </ul>	<p><b><u>RHYTHM</u></b></p> <ul style="list-style-type: none"> <li>▪ Clap, snap, tap to steady beat of a rhyme.</li> <li>▪ Listen to changes of familiar rhyme/jingle, and tell if it is fast or slow.</li> <li>▪ Listen to fast/slow changes of familiar rhymes/jingles. Then show body movement for fast/slow (e.g. swaying fast/slow, walking fast/slow).</li> <li>▪ Orally identify the long/short sounds.</li> <li>▪ After listening to a number of rhymes, children will give a facial expression or body movement to indicate mood (happy/sad).</li> </ul>

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Recommended Time: ( 10 weeks)</b>  <b>MELODY (Tune)</b></p> <ul style="list-style-type: none"> <li>▪ Pitch – how high or low the music is.               <ul style="list-style-type: none"> <li>a. Rhymes or jingles (e.g. Three Blind Mice).</li> </ul> </li> <li>▪ Dynamics (soft/loud)</li> <li>▪ Staff: direction of music</li> <li>▪ Forms: types of songs               <ul style="list-style-type: none"> <li>a. “A”= single verse (e.g. Hey Diddle, The Cat and the Fiddle)</li> </ul> </li> <li>▪ Echo = Repeated echo of lines in the verse or song (e.g. Where is Thumbkin? Where is Thumbkin?)</li> </ul>	<p><b>MELODY</b></p> <ul style="list-style-type: none"> <li>▪ Introduce “pitch”.</li> <li>▪ Discuss the difference between what they hear (different recordings) – high and low pitch.</li> <li>▪ Pay and listen to recordings/instruments of rhymes/jingles to get a high and low pitch.</li> <li>▪ Use pitch to start familiar rhymes.</li> <li>▪ Orally reproduce pitch after listening to recordings.</li> <li>▪ Visual aids to show high or low pitch (e.g. rooster – high pitch, cow – low pitch).</li> <li>▪ Ask children to imitate sounds of high/low.</li> <li>▪ Listen to recordings of loud and soft rhymes and jingles.</li> <li>▪ Discuss rhymes/jingles to differentiate between soft and loud.</li> <li>▪ Imitate loud/soft when saying rhymes/jingles using body movement.</li> <li>▪ Explain what is staff.</li> <li>▪ Display a staff.</li> <li>▪ Discuss staff e.g. the five (5) lines that make up the staff.</li> <li>▪ Know the importance of staff. (It’s a guide to follow music).</li> <li>▪ Count the lines from bottom to the top that make up the staff.</li> <li>▪ Give illustrations of someone being in a cave/on a mountain, then the person yells and the voice is repeated. Explain forms.</li> <li>▪ Listen to recordings of different rhymes and jingles.</li> <li>▪ Discuss two (2) types of forms.               <ul style="list-style-type: none"> <li>a. “A” form – (e.g. Hey, Diddle, Diddle)</li> <li>b. Form – echo (e.g. Where is Thumbkin?)</li> <li>c. Differentiate between the two types of form.</li> </ul> </li> <li>▪ Give exs. from familiar rhymes/jingles for the 2 forms.</li> </ul>	<p><b>MELODY</b></p> <ul style="list-style-type: none"> <li>▪ Reproduce pitch after listening to recordings/instruments.</li> <li>▪ Draw animals that have high and low pitch.</li> <li>▪ Use given pitch to start a familiar rhyme.</li> <li>▪ In groups of five have a child produce a pitch and have the other imitate the pitch.</li> <li>▪ Differentiate between loud and soft by listening to recordings/the right body movements or expressions.</li> <li>▪ Sing rhymes and jingles softly and loudly by following the given body movement (e.g. Pat-A-Cake).</li> <li>▪ Identify the staff/scale on a given handout of different drawings by circling.</li> <li>▪ Follow dots to complete a given line of the scale/staff.</li> <li>▪ Question children orally on staff (e.g. The staff is made up of how many lines? What is a staff for? Listen and orally identify the types of forms from recordings of rhymes and jingles.</li> <li>▪ Group singing – one group sings while the other group repeats.</li> <li>▪ Class singing of the “A” form of rhymes and jingles.</li> </ul>

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Recommended Time: (4 weeks)</b>  <b><u>TONE COLOR: Types of sounds</u></b></p> <ul style="list-style-type: none"> <li>▪ Natural (e.g. animals – cats, wind, thunder)</li> <li>▪ Man-made (e.g. bell, instruments – drums and shakers)</li> </ul>	<p><b><u>TONE COLOR</u></b> (Types of sound: man-made or natural)</p> <ul style="list-style-type: none"> <li>▪ Discuss the types of sounds               <ol style="list-style-type: none"> <li>a. Natural or environmental walk to listen to different kinds of sounds.</li> <li>b. Play recording and listen to different sounds (man-made/natural) e.g. horn, dog).</li> <li>c. Imitate natural sounds.</li> <li>d. Differentiate between man-made (instrument) or natural (animal) sounds.</li> <li>e. Produce/make/give specific man-made sounds orally.</li> <li>f. Sing along with instrument sounds.</li> </ol> </li> </ul>	<p><b><u>TONE COLOR</u></b></p> <ul style="list-style-type: none"> <li>▪ Orally identify man-made/natural sounds.</li> <li>▪ Produce sounds of given man/made or natural sounds.</li> <li>▪ Written test (e.g. identify by coloring man-made natural item)</li> <li>▪ Name specific man-made natural sounds.</li> </ul>

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**INFANT I**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b><u>RHYTHM</u></b></p> <ul style="list-style-type: none"> <li>▪ CP2a – use pictures and diagrams</li> <li>▪ CP2c – Handle real objects</li> <li>▪ CP2d – observe with all senses</li> <li>▪ CP2e – engage in direct experience</li> <li>▪ CP2f – compare ideas and information</li> <li>▪ CP2g – sort and classify information</li> <li>▪ CP2h – ask questions</li> <li>▪ CP2i – use visuals, including pictures, sketch map and graphs</li> <li>▪ CP2j – give oral and written reports</li> <li>▪ CP2k – use creative art/language and gestures</li> <li>▪ EL4d – describe thoughts, feelings, and events</li> <li>▪ EL3g – use descriptive language to portray images, events, and feelings</li> <li>▪ EL4g – use body language and gestures appropriate to speech</li> <li>▪ E14g – ask questions and give information</li> <li>▪ A14c – express an opinion</li> <li>▪ E14e – move in time to a beat</li> <li>▪ EA1f – coordinate movements in simple structured dance</li> <li>▪ SL1c – interpret gestures/body language</li> <li>▪ H4a – practice locomotor skills, and non-manipulative skills</li> <li>▪ Sp2a - take part in group activities</li> </ul> <p><b><u>MELODY</u></b></p> <ul style="list-style-type: none"> <li>▪ CP2a – use pictures and diagrams</li> <li>▪ CP2c – Handle real objects</li> <li>▪ CP2d – observe with all senses</li> <li>▪ CP2e – engage in direct experience</li> <li>▪ CP2f – compare ideas and information</li> <li>▪ CP2g – sort and classify information</li> <li>▪ CP2h – ask questions</li> <li>▪ CP2i – use visuals, including pictures, sketch map and graphs</li> <li>▪ CP2j – give oral and written reports</li> </ul>	<p><b><u>RHYTHM</u></b></p> <p>Tape recorder, cassette of jingles and rhymes            Pictures of animals and objects            Pictures of happy and sad faces            Educational toy instruments            Instruments: sticks, drums, shakers            Flash cards (examples of happy, sad, fast, and slow)</p> <p><b><u>MELODY</u></b></p> <p>Resource person: to demonstrate low/high pitch using a musical instrument            Instruments: bottles with different levels of water            Pencil, paper, tape recorder, and audio cassettes with rhymes/jingles            Carts with staff            Handouts with different drawings of lines            Handouts with dots, questionnaire on staff</p>

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<ul style="list-style-type: none"> <li>▪ CP2k – use creative art/language and gestures</li> <li>▪ EL4d – describe thoughts, feelings, and events</li> <li>▪ EL3g – use descriptive language to portray images, events, and feelings</li> <li>▪ EL4g – use body language and gestures appropriate to speech</li> <li>▪ E14g – ask questions and give information</li> <li>▪ A14c – express an opinion</li> <li>▪ E14e – move in time to a beat</li> <li>▪ EA1f – coordinate movements in simple structured dance</li> <li>▪ SL1c – interpret gestures/body language</li> <li>▪ H4a – practice locomotor skills, and non-manipulative skills</li> <li>▪ Sp2a - take part in group activities</li> </ul> <p><b><u>TONE/COLOR</u></b></p> <ul style="list-style-type: none"> <li>▪ CP2a – use pictures and diagrams</li> <li>▪ CP2c – Handle real objects</li> <li>▪ CP2d – observe with all senses</li> <li>▪ CP2e – engage in direct experience</li> <li>▪ CP2f – compare ideas and information</li> <li>▪ CP2g – sort and classify information</li> <li>▪ CP2h – ask questions</li> <li>▪ CP2i – use visuals, including pictures, sketch map and graphs</li> <li>▪ CP2j – give oral and written reports</li> <li>▪ CP2k – use creative art/language and gestures</li> <li>▪ EL4d – describe thoughts, feelings, and events</li> <li>▪ EL3g – use descriptive language to portray images, events, and feelings</li> <li>▪ EL4g – use body language and gestures appropriate to speech</li> <li>▪ E14g – ask questions and give information</li> <li>▪ A14c – express an opinion</li> <li>▪ E14e – move in time to a beat</li> <li>▪ EA1f – coordinate movements in simple structured dance</li> <li>▪ SL1c – interpret gestures/body language</li> <li>▪ H4a – practice locomotor skills, and non-manipulative skills</li> <li>▪ Spa - take part in group activities</li> </ul>	<p><b><u>TONE COLOR</u></b></p> <p>Animals in the environment            Man-made sounds (e.g. bell [school bell, bicycle bell], drum [empty bucket, stick])            Crayons, pencil            Handouts with pictures of animals and things            Tape recorder, audio cassettes with animal sounds, man-made instrument sounds</p>

**AREA OF STUDY OUTCOMES**

Pupils should:

- EA1.a - Sing in Tune**
- EA1.b - Identify and produce rhythm and beat**
- EA1.c - Discriminate between and imitate sounds**

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP2.a Take part in group activities
- SP2.c Identify feelings
- SP2.e Lead and follow where appropriate
- SP2.f Help the group achieve its goal
- SP3.a Assess their needs/interests
- SP3.b Assess progress in relation to achievement of goals and adjust goals or strategies as necessary

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Recommended Time: ( 7 weeks)</b>  <b><u>INSTRUMENTS</u></b></p> <ul style="list-style-type: none"> <li>▪ Percussion/Cultural:                             <ul style="list-style-type: none"> <li>- Hitting Instruments: Any two objects that hit together (e.g. two sticks, two blocks, cymbals, etc.)</li> <li>- Shaking instruments (e.g. shake up and down, or sideways)</li> </ul> </li> <li>▪ Blowing Instruments:                             <ul style="list-style-type: none"> <li>- air blown into or over the opening of an object (e.g. bottles, recorders).</li> </ul> </li> </ul>	<p><b><u>INSTRUMENTS</u></b></p> <ul style="list-style-type: none"> <li>▪ Review percussion instrument (hitting and shaking)- differentiate from a display which instruments are for hitting/shaking.</li> <li>▪ Using instruments (shakers, sticks, etc)to accompany simple songs/rhymes.</li> <li>▪ Display blowing instruments such as whistle, flute, mouth organ; local instruments such as comb &amp; paper, plastic, shell, etc.</li> <li>▪ Explore how the blowing instruments are played.</li> <li>▪ Teacher demonstrates, children explore by using whistle, mouth organ, just their mouths/lips.</li> <li>▪ Invite resource person from the community to demonstrate different cultural instruments.</li> <li>▪ Children construct local blowing instruments using straw, comb, paper, plastic stretched out, and bamboo reeds.</li> <li>▪ Produce sounds using blowing instruments made; in addition, experiment with partially water filled bottles and blowing over the opening.</li> </ul>	<p><b><u>INSTRUMENTS</u></b></p> <ul style="list-style-type: none"> <li>▪ Written test (circling color).</li> <li>▪ Categorize hitting, shaking, blowing instruments (e.g. circling hitting instruments, color match the blowing instruments into shaking, hitting, and blowing).</li> <li>▪ Categorize display of instruments into shaking, hitting and blowing.</li> <li>▪ Observation of children as they produce sound with instruments constructed.</li> <li>▪ Name types of instruments used as they listen to tape recorder.</li> </ul>



CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> <li>▪ Scale Staff: direction of music; also shows change in pitch</li> <li>▪ Forms: types of songs                             <ul style="list-style-type: none"> <li>a. “A” = single verse (e.g. The Animal Fair)</li> <li>b. Echo = Repeated lines in the song (e.g. Where are you going my pretty bird?)</li> </ul> </li> </ul> <p><b>Recommended Time: (4 weeks)</b></p> <p><b>TONE COLOR:</b> Types of sounds</p> <ul style="list-style-type: none"> <li>▪ Natural (e.g. animals – cats, wind, thunder)</li> <li>▪ Man-made (e.g. bell, instruments – drums and shakers)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Differentiate by singing and reciting the softness and loudness of simple songs e.g. Duke of York, Billy Boy, Kookaburra, Mamma, I’m playing.</li> <li>▪ Engage in singing and reciting rhymes/jingles in the different types of forms.                             <ul style="list-style-type: none"> <li>a. echo – e.g. Oh, Where Are You Going My Pretty Bird, Ten Bottles, Oh, How Lovely is the evening.</li> <li>b. “A” = e.g. The Animal Fair, Clap Your Hands.</li> </ul> </li> </ul> <p><b><u>TONE COLOR</u></b></p> <ul style="list-style-type: none"> <li>▪ Review man-made and natural sounds by taking a nature/environmental walk e.g. animals – birds (natural), instrument – comb and paper (man-made). Listen and name what made the sound.</li> <li>▪ Play recording of different sounds and have children identify man-made and natural sounds.</li> <li>▪ Show pictures of man-made and natural things and have children produce the sound of the given pictures.</li> <li>▪ Identify orally the sounds that hitting and blowing instrument produce e.g. whistle, drum or empty cans.</li> <li>▪ Sing hitting/blowing/shaking instruments to create their own sounds.</li> </ul>	<p><b><u>TONE COLOR</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify man-made and natural sounds by matching sounds with pictures both orally and written.</li> <li>▪ Sing songs with sounds (e.g. Old McDonald, The Bus Song).</li> <li>▪ Use the hitting/shaking/blowing instruments to imitate sounds and replace words in well known songs (e.g. Mary had a little lamb).</li> </ul>

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b><u>INSTRUMENTS</u></b></p> <ul style="list-style-type: none"> <li>▪ CP2a – use pictures and diagrams</li> <li>▪ CP2c – Handle real objects</li> <li>▪ CP2d – observe with all senses</li> <li>▪ CP2e – engage in direct experience</li> <li>▪ CP2h – ask questions</li> <li>▪ CP2i – use visuals, including pictures, sketch map and graphs</li> <li>▪ CP2j – give oral and written reports</li> <li>▪ CP2k – use creative art/language and gestures</li> <li>▪ A14c – ask questions and give information</li> <li>▪ E14e – express an opinion</li> <li>▪ SP2a – Take part in group activities</li> <li>▪ WT1c – construct a simple device to meet a need/solve a problem</li> <li>▪ WT1d – test a simple device to see if it meets a need/solves a problem</li> <li>▪ Art3 – Arrange imagery in a way that is pleasing to oneself</li> <li>▪ Art4 – Share artistic discoveries with each other</li> </ul> <p><b><u>RHYTHM</u></b></p> <ul style="list-style-type: none"> <li>▪ CP2a – use pictures and diagrams</li> <li>▪ CP2c – Handle real objects</li> <li>▪ CP2d – observe with all senses</li> <li>▪ CP2e – engage in direct experience</li> <li>▪ CP2h – ask questions</li> <li>▪ CP2g – sort and classify information</li> <li>▪ CP2k – use creative art/language and gestures</li> <li>▪ E14g – use body language and gestures appropriate to speech</li> <li>▪ SL1c – interpret gestures/body language</li> <li>▪ H4a – practice locomotor skills</li> <li>▪ H4b – practice manipulative skills</li> <li>▪ SP2a – Take part in group activities</li> <li>▪ EA1g – move in time to a beat</li> <li>▪ EL4d – describe thoughts, feelings and events</li> </ul>	<p><b><u>INSTRUMENTS</u></b></p> <p>Shakers, drums, sticks, empty cans, straw, bamboo, bottles, comb, paper, plastic, whistle, mouth organ, pictures of different instruments, shaking and hitting worksheet.</p> <p>Resource person from the community to demonstrate using blowing instruments.</p> <p>Tape recorder, audio cassettes</p> <p>Flute</p> <p>Song: Mary Had a Little Lamb</p> <p>Rhyme: Hickory, Dickory, Dock</p> <p>Refill old pens</p> <p><b><u>RHYTHM</u></b></p> <p>All percussion instruments (e.g. drum, rhythm stick, shakers)</p> <p>Blowing instruments (e.g. flute, comb and paper, plastic, whistle)</p> <p>Tape recorder with audio cassettes of smooth and jerky songs, fast and slow songs</p> <p>Examples: Barney Song – I Love You</p> <ul style="list-style-type: none"> <li>- The Bus Song (jerky song)</li> <li>- Rock-A-Bye-Baby (smooth song)</li> <li>- Missa Martin (jerky song)</li> <li>- Any lullaby (slow song)</li> <li>- Any march (fast song) e.g. The Tenth Day of September</li> </ul>



**AREA OF STUDY: EXPRESSIVE ARTS—MUSIC**

**STANDARD 1**

**AREA OF STUDY OUTCOMES**

**Pupils should:**

- EA1.a – Sing in Tune**
- EA1.b – Identify and produce rhythm and beat**
- EA1.c – Discriminate between and imitate sounds**

**CROSS-CURRICULAR OUTCOMES**

**Pupils should:**

- SP2.a Take part in group activities**
- SP2.c Identify feelings**
- SP2.e Lead and follow where appropriate**
- SP2.f Help the group achieve its goal**
- SP3.a Assess their needs/interests**
- SP3.b Assess progress in relation to achievement of goals and adjust goals or strategies as necessary**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Recommended Time: (7 weeks)</b>  <b><u>FAMILY INSTRUMENTS</u></b></p> <ul style="list-style-type: none"> <li>▪ Percussion (hit/shake) e.g. drum, shakers.</li> <li>▪ Woodwind (blown, sometimes with a reed) e.g. flute, whistle, comb &amp; paper, clarinet, oboe.</li> <li>▪ Brass (blown) e.g. trumpet, trombone.</li> <li>▪ Strings (plucked, strummed) e.g. guitar, violin, banjo.</li> </ul>	<p><b><u>FAMILY INSTRUMENTS</u></b></p> <ul style="list-style-type: none"> <li>▪ Explain and illustrate using the idea of family members (e.g. family – mother, father, sister, brother).</li> <li>▪ Explain how instruments can be placed into families (percussion, brass, woodwind, strings).</li> <li>▪ Use charts to illustrate the instrument families.</li> <li>▪ Explain the use and sounds produced by different types of instruments.</li> <li>▪ Invite a resource person in to demonstrate how the different instruments are held when played – explain the main part of each instrument and how sound is produced.</li> <li>▪ Name other instruments that belong to the family groups.</li> <li>▪ Pantomime and make believe orchestra as they listen to tape recorder, holding the instruments properly.</li> <li>▪ Project: (individual or group)- construct a guitar using nylon string, board, nails/tambourine – bottle caps, wire.</li> <li>▪ Game – word search (circle the name of different instruments).               <ul style="list-style-type: none"> <li>- unscramble name of instrument</li> <li>- puzzle of instruments</li> </ul> </li> </ul>	<p><b><u>FAMILY INSTRUMENTS</u></b></p> <ul style="list-style-type: none"> <li>▪ Oral questioning – what instruments belong to the different families?</li> <li>▪ Identify different instruments using pictures by placing pictures in their particular category (percussion, brass, woodwind, string)</li> <li>▪ Drawing the pictures of instruments for the names given.</li> <li>▪ Observation – children demonstrate how to hold different instruments.</li> <li>▪ Orally relate how sound is produced using different instruments (e.g. guitar – by plucking).</li> </ul>

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Recommended Time: (8 weeks)</b>  <b>RHYTHM:</b> Beat or pulse of the music</p> <ul style="list-style-type: none"> <li>▪ Steady beat</li> <li>▪ Tempo – speed of the music (e.g. fast/slow, smooth, jerky)</li> <li>▪ Meter in 2 and 3; division of the beat</li> <li>▪ Mood (sad/happy or patriotic/religious)</li> </ul>	<p><b><u>RHYTHM</u></b></p> <ul style="list-style-type: none"> <li>▪ Review steady beat/tempo/mood/short and long sounds/rest sign. (e.g. fast/jerky = Pinguin Juk Mi; slow/smooth = Where Oh Where is Dear Little Sussie).</li> <li>▪ Listen to recordings of songs and show facial expression to indicate the mood (e.g. happy/sad)</li> <li>▪ Introduce and explain: patriotic = march, religious = Amazing Grace.</li> <li>▪ Discuss the patriotic (happy) and religious (happy and sad) songs. (e.g. It Was The Tenth Day of September, Amazing Grace).</li> <li>▪ Listen to recordings and identify religious and patriotic songs. Give examples of other religious and patriotic songs.</li> <li>▪ Introduce and explain meter (meter comes from the steady beat.)               <ul style="list-style-type: none"> <li>a. meter in 2 (e.g. Ten Green Bottles, London Bridge.)</li> <li>b. meter in 3 (e.g. Turn the glasses over, Silent Night, There’s a hole in the bucket)</li> </ul> </li> <li>▪ Introduce and explain the “fermata” sign – a pause between verse and chorus and at the end of songs (semi-circle with dot under it.)</li> <li>▪ Sing songs that have chorus(s) – Discuss the songs that have a chorus and how they end (e.g. National Anthem, My Bonnie)</li> <li>▪ Discuss different purposes for music (e.g. dance, sing, sound effect (cartoons), advertisements (whether on television or radio), set mood.</li> </ul>	<p><b><u>RHYTHM</u></b></p> <ul style="list-style-type: none"> <li>▪ Use instruments to show steady beat of songs.</li> <li>▪ Walk and run to a steady beat. Form two groups in a circle. The inner circle walk to the beat clockwise, while the outer circle run to the beat counter clockwise.</li> <li>▪ Listen to recordings of patriotic and religious songs – show facial expressions for the mood of the song.</li> <li>▪ Listen to recordings and orally identify patriotic and religious songs.</li> <li>▪ Listen to patriotic and religious songs and have children identify in what meter the songs are.</li> <li>▪ Sing songs in 2 or 3 meter with the guidance of the teacher.</li> <li>▪ Draw pictures/images/write a sentence or state orally what the mood of a song is (sad, happy, patriotic, religious).</li> <li>▪ Presentation on advertisement using suitable song.</li> </ul>

AREA OF STUDY: EXPRESSIVE ARTS—MUSIC

STANDARD 1

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Recommended Time: ( 9 weeks)</b>  <b>MELODY (ONE)</b></p> <ul style="list-style-type: none"> <li>▪ Pitch – how high or low the music is.</li> <li>▪ Dynamics – how soft or loud the music is.</li> <li>▪ Staff – direction of the music.               <ul style="list-style-type: none"> <li>a. show changes of pitch</li> <li>b. whole notes</li> <li>c. whole rest</li> <li>d. clef signs (G clef and F clef)</li> </ul> </li> <li>▪ Forms – types of songs               <ul style="list-style-type: none"> <li>a. "A" – single verse</li> <li>b. "Echo" – repeated lines in the song – e.g. She'll be Coming Around The Mountain When She Comes.</li> <li>c. "AB" – verse, chorus, verse – e.g. National Anthem</li> </ul> </li> <li>▪ Diction – pronouncing words clearly while singing.</li> </ul>	<p><b>MELODY</b></p> <ul style="list-style-type: none"> <li>▪ Review pitch/scale/forms/dynamics..</li> <li>▪ Introduce and explain the use of the modulator (e.g. Doh, Re, M, Fa, So, La, Ti, Doh).</li> <li>▪ Use "Doh a Deer" – from the Sound of Music.</li> <li>▪ Show the position of Doh-re-mi on a scale in ascending order on the staff.</li> <li>▪ Introduce and explain the two (2) clef signs: treble, or G clef (female voice); base or F clef sign (male voice)</li> <li>▪ Practice rhyme and jingles with diction and include songs (e.g. She'll be coming Round the Mountain).</li> <li>▪ Introduce and practice a new form: Rounds               <ul style="list-style-type: none"> <li>a. London's Burning, Oh How lovely is the Evening, Row Row Row Your Boat, The Painter and the Boy.</li> </ul> </li> </ul>	<p><b>MELODY</b></p> <ul style="list-style-type: none"> <li>▪ Insert the "G" and "F" clef on a given staff.</li> <li>▪ Produce the correct pitch on the modulator with the help of the song "Doh A Deer, A Female Deer".</li> <li>▪ Sing a given line pronouncing all the words completely and clearly.</li> </ul>

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Recommended Time (4 weeks)</b>  <b>TONE COLOR</b> – Types of sounds</p> <ul style="list-style-type: none"> <li>▪ Natural (e.g. rain, wind, thunder)</li> <li>▪ Man-made (e.g. horn, guitar)</li> </ul>	<p><b>TONE COLOR</b></p> <ul style="list-style-type: none"> <li>▪ Review man-made and natural sounds by taking a nature/ environmental walk. Discuss the sounds and give examples of other sounds e.g. river – roaring and rushing sound; other instruments – string guitar).</li> <li>▪ Use flashcards to write the sounds of man-made or natural things.</li> <li>▪ Orally identify the sounds they have heard and state if the sounds are man-made or natural e.g. river [natural sound], vehicle horn [man-made sound].</li> <li>▪ Discuss sound production of the instruments e.g. string = plucked, strummed, bowed; brass = blowing; woodwind – blowing; percussion = hitting, shaking or scraping.</li> <li>▪ Group children according to their instruments and have them imitate sound.</li> </ul>	<p><b>TONE COLOR</b></p> <ul style="list-style-type: none"> <li>▪ Sing a song using their own words to make up a new song with the tune of a well known song (e.g. Old McDonald Had A Farm).</li> <li>▪ Write name of sounds for given pictures of man-made and natural things (e.g. gun = bang, bang; wind = wo-o-o).</li> <li>▪ Use the four families of instruments to produce sounds to replace words in familiar songs.</li> <li>▪ Given a list of pictures or words, children will classify as natural or man-made.</li> </ul>



LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
	<u>TONE COLOR</u> Flash cards, guitar, horn, trumpet, flute, shakers, plastic/paper comb, tape recorder and audio cassettes, grater and fork, pictures of man-made and natural things, pencil

**AREA OF STUDY: EXPRESSIVE ARTS—VISUAL ARTS**

**INFANT I**

**AREA OF STUDY OUTCOMES**

Pupils should:

**EA1d, EA1e, EA1f, EA1g – Use various materials; use color, shape, lines, patterns, textures to express ones own ideas; Arrange imagery; Share artistic discoveries**

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP2.a Take part in group activities
- SP2.c Identify feelings
- SP2.e Lead and follow where appropriate
- SP2.f Help the group achieve its goal
- SP3.a Assess their needs/interests
- SP3.b Assess progress in relation to achievement of goals and adjust goals or strategies as necessary

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Recommended Time: (5 weeks)</b> <b><u>LINES</u></b></p> <ul style="list-style-type: none"> <li>▪ Straight lines (horizontal, vertical, diagonal, zig-zag)</li> <li>▪ Curved lines (wavy, curly)</li> </ul> <p><b>Recommended Time: (6 weeks)</b> <b><u>SHAPES</u></b></p> <ul style="list-style-type: none"> <li>▪ Types of shapes: circles, triangle, rectangle, square.</li> <li>▪ Shape combinations</li> </ul>	<p><b><u>LINES</u></b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate straight lines</li> <li>▪ Demonstrate curved lines</li> <li>▪ Observe and orally name straight lines in the classroom and/or in the school yard.</li> <li>▪ Draw the lines that were introduced in the lesson.</li> <li>▪ Draw a picture using the lines introduced in the lesson.</li> <li>▪ Draw a picture using straight and curved lines.</li> <li>▪ Name and draw curved lines.</li> <li>▪ Children can stand to form lines (some children stand diagonal, vertical, etc)</li> <li>▪ Students will cut out strips and paste them.</li> </ul> <p><b><u>SHAPES</u></b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate to and elicit from children, types of shapes (circle, square, triangle, rectangle)</li> <li>▪ Observe and locate the different shapes in the environment.</li> <li>▪ Create simple pictures using the four shapes.</li> <li>▪ Create a simple scene using cut-outs of different shapes.</li> </ul>	<p><b><u>LINES</u></b></p> <p>Evaluate pictures to see if child can identify straight lines.</p>

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Recommended Time: ( 5 weeks)</b>  <b>COLOR</b></p> <ul style="list-style-type: none"> <li>▪ Recognizing color</li> <li>▪ Primary colors: red, yellow, blue</li> <li>▪ Secondary colors: orange purple, green</li> <li>▪ Naming primary and secondary colors</li> <li>▪ How various colors make you feel</li> <li>▪ Use of colors (e.g. red for danger)</li> <li>▪ Colors of specific objects (e.g. apple – red)</li> </ul> <p><b>Recommended Time (4 weeks)</b>  <b>TEXTURE</b></p> <ul style="list-style-type: none"> <li>▪ Definition: What an object/item is composed of.</li> <li>▪ Examples of texture: smooth, rough, hard, soft, fluffy</li> <li>▪ Classifying texture</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaf creatures: Children will collect leaves and use them to form creatures.</li> <li>▪ Christmas wreaths</li> </ul> <p><b>COLOR</b></p> <ul style="list-style-type: none"> <li>▪ Discuss about different colors in classroom and environment.</li> <li>▪ Give children a piece of paper with picture on them – children will color using the primary and secondary colors (e.g. “clocking in”).</li> <li>▪ Crayon etching using primary and secondary colors.</li> <li>▪ Blot painting (drop of paint on a piece of paper – using a straw blow on the drop of paint to make a design.</li> <li>▪ Happy and sad time color.</li> <li>▪ Discuss the colors used for the different occasions (e.g. red and green for Christmas, red for Valentine’s Day, dad occasions/funerals – purpose, black, white.)</li> <li>▪ Discuss the use of color (e.g. traffic light, school uniforms).</li> </ul> <p><b>TEXTURE</b></p> <ul style="list-style-type: none"> <li>▪ Brainstorm with children on the different types of textures there are (e.g. smooth, rough, hard, soft, fluffy)</li> <li>▪ Have children use sense of touch to explore the different types of textures in their surroundings.</li> <li>▪ Have children collect and classify types of texture.</li> <li>▪ Children do crayon rubbing to create texture on paper.</li> <li>▪ Discuss use of texture in their daily life (e.g. clothing, bedding) Draw pictures of familiar objects with different textures.</li> </ul>	<p><b>COLOR</b>  Drawing and coloring will be evaluated.</p> <p><b>TEXTURE</b>  Texture observation</p>

AREA OF STUDY: EXPRESSIVE ARTS—VISUAL ARTS

INFANT I

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> <li>▪ Exploring texture</li> <li>▪ Uses of texture</li> </ul> <p><b>Recommended Time: ( 5 weeks)</b></p> <p><b><u>PRINTING</u></b></p> <ul style="list-style-type: none"> <li>▪ Types of printing (e.g. repeated patterns, etc.)</li> <li>▪ Finger (thumb) printing</li> <li>▪ Hand printing</li> <li>▪ Foot printing</li> </ul> <p><b>Recommended Time: (5 weeks)</b></p> <p><b><u>PAINTING</u></b></p> <ul style="list-style-type: none"> <li>▪ Marble painting</li> <li>▪ Feather painting</li> <li>▪ Toe painting</li> <li>▪ Egg painting</li> <li>▪ Stone painting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children will make play dough objects using flour, oil, food coloring to feel texture.</li> </ul> <p><b><u>PRINTING</u></b></p> <ul style="list-style-type: none"> <li>▪ Introduce various types of printing and explain.</li> <li>▪ Demonstrate the types of printing to be done in Infant I.</li> <li>▪ Thumb printing: children will dip thumb or finger in paint and press on paper making little creatures/animals.</li> <li>▪ Foot printing: children will dip foot in paint and press it on paper to create little animals/creatures.</li> <li>▪ Cut out sponge in a design, dip in paint, and print on paper.</li> </ul> <p><b><u>PAINTING</u></b></p> <ul style="list-style-type: none"> <li>▪ Teacher will demonstrate and explain any of the types of painting listed in content.</li> <li>▪ Children will explore some or all of the different types of painting techniques.</li> <li>▪ Christmas tree – using paint children will push hand in paint, then print on paper to form a Christmas tree.</li> </ul>	<p><b><u>PRINTING</u></b></p> <p>Evaluate creativity in designs</p> <p>Observations</p> <p><b><u>PAINTING</u></b></p> <p>Check for creativity, ideas expressed, and neatness</p>

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b><u>LINES</u></b></p> <ul style="list-style-type: none"> <li>▪ EL4e - express an opinion</li> <li>▪ EL4c – ask questions and give information</li> </ul> <p><b><u>SHAPES</u></b></p> <ul style="list-style-type: none"> <li>▪ EL4e - express an opinion</li> <li>▪ EL4c – ask questions and give information</li> </ul> <p><b><u>COLOR</u></b></p> <ul style="list-style-type: none"> <li>▪ EL4e - express an opinion</li> <li>▪ EL4c – ask questions and give information</li> </ul> <p><b><u>TEXTURE</u></b></p> <ul style="list-style-type: none"> <li>▪ EL4e - express an opinion</li> <li>▪ EL4c – ask questions and give information</li> </ul> <p><b><u>PRINTING</u></b></p> <ul style="list-style-type: none"> <li>▪ EL4e - express an opinion</li> <li>▪ EL4c – ask questions and give information</li> </ul> <p><b><u>PAINTING</u></b></p> <ul style="list-style-type: none"> <li>▪ EL4e - express an opinion</li> <li>▪ EL4c – ask questions and give information</li> </ul>	<p><b><u>LINES</u></b> Classroom, schoolyard, paper, pencil, crayons</p> <p><b><u>COLOR</u></b> Paper, paint, straws, crayons, schoolyard</p> <p><b><u>TEXTURE</u></b> Realia (leaves, stones, seeds, skins, egg shells) Crayons, paper, pencil Arts and craft</p> <p><b><u>PRINTING</u></b> Paper, paint, body part, crayons</p> <p><b><u>PAINTING</u></b> Paper, paint, feather, marbles, toes, eggs</p>

**AREA OF STUDY OUTCOMES**

**Pupils should:**

EA1d, EA1e, EA1f, EA1g – Use various materials; use color, shape, lines, patterns, textures to express ones own ideas; Arrange imagery; Share artistic discoveries

**CROSS-CURRICULAR OUTCOMES**

**Pupils should:**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b><u>LINES</u></b></p> <ul style="list-style-type: none"> <li>▪ Straight lines: horizontal, vertical, diagonal, zig-sag</li> <li>▪ Curved lines: wavy, curly</li> <li>▪ Line patterns</li> </ul> <p><b><u>SHAPES</u></b></p> <ul style="list-style-type: none"> <li>▪ Circle, triangle, rectangle, square, diamond, oval</li> <li>▪ Three dimensional shapes (e.g. box)</li> </ul>	<p><b><u>Recommended time: (6 weeks)</u></b></p> <p><b><u>LINES</u></b></p> <ul style="list-style-type: none"> <li>▪ Teacher will illustrate/demonstrate what patterns are and how they can be created.</li> <li>▪ Students will: combine two different lines to create patterns (e.g. a diagonal and horizontal line).                             <ul style="list-style-type: none"> <li>a. explore and create different line patterns using 5 different types of lines.</li> <li>b. With yarn create line patterns by gluing yarn to desired pattern on paper (yarn collage).</li> </ul> </li> <li>▪ Children will make a primary hand kite (make a creature out of construction paper; make a loop (for child’s hand) from an additional piece of paper, attach the creature to the loop).</li> </ul> <p><b><u>Recommended time: (2 weeks)</u></b></p> <p><b><u>SHAPE</u></b></p> <ul style="list-style-type: none"> <li>▪ Teacher will review shapes done in Infant I, then demonstrate the oval and the diamond.</li> </ul>	<p><b><u>LINES</u></b></p> <p>Evaluate yarn collage creation of line patterns</p> <p><b><u>SHAPE</u></b></p> <p>Matching circle to their 3-D shape. Evaluate the children’s creativity in constructing objects using 3-D shapes.</p>

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>COLOR</b></p> <ul style="list-style-type: none"> <li>▪ Primary colors: red, yellow, blue</li> <li>▪ Secondary colors: orange, purple, green</li> <li>▪ Combining primary and secondary colors</li> <li>▪ Color and feelings</li> <li>▪ Uses of color (e.g. red = danger)</li> </ul>	<p><b>Recommended time: (2 weeks)</b></p> <p><b>SHAPE</b></p> <ul style="list-style-type: none"> <li>▪ Teacher will review shapes done in Infant I, then demonstrate the oval and the diamond.</li> <li>▪ Students will bring in objects with shapes mentioned above and discuss.</li> <li>▪ Teacher will demonstrate how 3-dimensional shapes are drawn (introduction).</li> <li>▪ Practice drawing 3-dimensional objects.</li> <li>▪ Children will create simple objects using 3-D shapes (e.g. trucks using boxes and bottle covers).</li> <li>▪ Children will make creatures using a lid, adding feet, and hand from paper, pipe cleaners, etc.</li> <li>▪ Children can make leaf creatures or balloon puppets, box puppets, juice bottle piggy banks.</li> </ul> <p><b>Time recommended (3 weeks)</b></p> <p><b>COLOR</b></p> <ul style="list-style-type: none"> <li>▪ Review primary and secondary colors.</li> <li>▪ Discuss how the secondary colors are formed (combining with primary colors).</li> <li>▪ Practice combining primary colors to form secondary colors.</li> <li>▪ Make rainbows using colors.</li> <li>▪ Using the colors formed, children can make: colored paper chain, paper weaving.</li> <li>▪ Discuss how colors make you feel.</li> <li>▪ Draw faces and color to show different feeling (e.g. sad face)</li> <li>▪ Children will use colors to the weather (e.g. black clouds = rainy)</li> <li>▪ Children will make a colored mat (weaving) using cloth.</li> </ul>	<p><b>COLOR</b></p> <p>Peer evaluation</p> <p>Teacher observation</p>

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>TEXTURE</b></p> <ul style="list-style-type: none"> <li>▪ Types: smooth, rough, hard, soft, fluffy, sticky, slippery.</li> <li>▪ Exploration texture.</li> <li>▪ Uses of texture.</li> </ul> <p><b>PRINTING</b> Introduce gadget printing (collect any type of gadget such as forks, spoons, bottle caps, etc. that has an interesting texture. Children press the object into a printing pad or brush on paint or ink. Press the gadget into paper to print a design.</p> <p><b>PAINTING</b> Splatter, string, and stone painting.</p>	<p><b>Time recommended (6 weeks)</b></p> <p><b>TEXTURE</b></p> <ul style="list-style-type: none"> <li>▪ Children list types of familiar textures.</li> <li>▪ Introduce the textures: sticky, slippery.</li> <li>▪ Children explore environment and collect textures (e.g. children will create texture collage or rubbing.</li> <li>▪ Children classify types of textures being created using seeds, stones, skin or egg shell (e.g. seed mosaic).</li> <li>▪ Discuss texture in their daily lives (e.g. clothing, bedding).</li> <li>▪ Children explore seed and sand mosaic designs.</li> </ul> <p><b>Time recommended (2 weeks)</b></p> <p><b>PRINTING</b></p> <ul style="list-style-type: none"> <li>▪ Teacher will demonstrate some types of gadgets to make prints.</li> <li>▪ Children will dip a clothes pin in paint and press on paper and use it to create different designs.</li> <li>▪ Children will experiment with other gadgets to produce different designs (e.g. fork, toothbrush, comb, bottle cap, etc.)</li> </ul> <p><b>Time recommended (3 weeks)</b></p> <p><b>PAINTING</b></p> <ul style="list-style-type: none"> <li>▪ Teacher will demonstrate and explain the different types of painting that can be done (e.g. splatter, sting, and stone painting).</li> <li>▪ Children will experiment with color and utensils to explore their creativity.</li> <li>▪ Children will experiment with making and painting.</li> </ul>	<p><b>TEXTURE</b> Evaluation on collection and creation of texture scenery</p> <p><b>PRINTING</b> Evaluate for creativity of design produced</p> <p><b>PAINTING</b> Evaluate for creativity and ideas expressed</p>

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<ul style="list-style-type: none"> <li>▪ EL4e – express an opinion</li> <li>▪ EL4c – ask questions and give information</li> <li>▪ M2 – know about spatial relationships and shapes</li> <li>▪ M2b – basic properties of some two dimensional shapes</li> <li>▪ M2a – basic properties of some three dimensional shapes</li> </ul>	<p><b><u>LINES</u></b> Paper, glue, crayons, materials brought in by children, schoolyard.</p> <p><b><u>SHAPE</u></b> Paper, crayons, glue, scissors, objects collected, schoolyard.</p> <p><b><u>COLOR</u></b> Paint, paper, straw, crayons, Textbook: Arts &amp; Craft Part I</p> <p><b><u>TEXTURE</u></b> Realia: leaves, stones, seeds, skin, egg shells, crayons, paper, pencil, glue, cloth, cardboard, bristol board Textbook: Arts &amp; Craft Bk. 1</p> <p><b><u>PRINTING</u></b> Paper, paint, fruits and vegetables.</p> <p><b><u>PAINTING</u></b> Paper, paint, straw, feathers, marbles, eggs, masks, shirts</p>

**AREA OF STUDY: EXPRESSIVE ARTS—VISUAL ARTS**

**STANDARD I**

**AREA OF STUDY OUTCOMES**

**Pupils should:**

**EA1d EA1e, EA1f, EA1g: Use various materials; use color, shape, lines, patterns, textures to express ones own ideas; Arrange imagery; Share artistic discoveries**

**CROSS-CURRICULAR OUTCOMES**

**Pupils should:**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b><u>LINES</u></b></p> <ul style="list-style-type: none"> <li>▪ Creating lines with texture for scenery.</li> </ul> <p><b><u>SHAPES</u></b></p> <ul style="list-style-type: none"> <li>▪ Types of shapes: circle, triangle, square, diamond, oval, star, heart, natural shapes in the environment. Shapes using texture for scenery</li> </ul>	<p><b><u>LINES</u></b>                      <b>Recommended time: (5 weeks)</b></p> <ul style="list-style-type: none"> <li>▪ Teacher will review straight and curved lines.</li> <li>▪ Demonstrate broken and spiral lines.</li> <li>▪ Students observe in classroom and outside classroom to locate broken and spiral lines.</li> <li>▪ Collect materials and show the different lines.</li> <li>▪ Create texture scenery using the materials collected.</li> <li>▪ Draw all types of lines to the sound of music to express mood and create design.</li> </ul> <p><b><u>SHAPE</u></b>                      <b>Recommended time: (7 weeks)</b></p> <ul style="list-style-type: none"> <li>▪ Review the following shapes: circle, triangle, rectangle, square, diamond, oval.</li> <li>▪ Introduce star, heart, and natural shapes.</li> <li>▪ Nature walk to collect objects with natural shapes.</li> <li>▪ Using objects collected on nature walk, make a rubbing using crayons.</li> </ul>	<p><b><u>LINES</u></b></p> <p>Evaluate texture scenery to see if the child created a scene using different lines.</p> <p><b><u>SHAPE</u></b></p> <p>Assess any of the activities done.</p>

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b><u>COLOR</u></b></p> <ul style="list-style-type: none"> <li>▪ Experimenting with color: primary/secondary, shades of color, tones of black and white.</li> <li>▪ Uses of color (red = danger).</li> <li>▪ How various colors make you feel.</li> </ul> <p><b><u>TEXTURE</u></b></p> <ul style="list-style-type: none"> <li>▪ Types of textures: smooth, rough, hard, soft, fluffy, sticky, slippery, bumpy, fine and slimy.</li> <li>▪ Classify texture.</li> <li>▪ Exploring texture.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extend the lesson by cutting out the rubbings, and creating scenes with them.</li> <li>▪ Using objects collected, children put object on paper and hold it in place, and highlight the edges using different colors.</li> <li>▪ Children can make paper bag puppets, and toilet tissue roll animals.</li> </ul> <p><b><u>COLOR</u></b>                      <b>Recommended Time: 6 weeks)</b></p> <ul style="list-style-type: none"> <li>▪ Make a color wheel.</li> <li>▪ Introduce the natural colors of black and white.</li> <li>▪ Demonstrate shades and tones by mixing black or white paint with any color on the wheel to get a different shade or tone.</li> <li>▪ Put shades of the same color together.</li> <li>▪ Discuss the uses of colors (e.g. flag for hurricane warnings, traffic lights).</li> <li>▪ Have children color and draw the hurricane flags and traffic lights.</li> <li>▪ Discuss how colors make you feel (e.g. red = danger, green = jealousy_).</li> </ul> <p><b><u>TEXTURE</u></b>                      <b>(Recommended time: 3 weeks)</b></p> <ul style="list-style-type: none"> <li>▪ Discuss types of familiar and non-familiar textures (fine, bumpy, slimy).</li> <li>▪ Compare types of texture.</li> <li>▪ Classify types of texture.</li> </ul>	<p><b><u>TEXTURE</u></b></p> <p>Evaluation on collection and creation of texture scene.</p>

AREA OF STUDY: EXPRESSIVE ARTS—VISUAL ARTS

STANDARD I

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> <li>▪ Uses of texture.</li> </ul> <p><b><u>PRINTING</u></b></p> <ul style="list-style-type: none"> <li>▪ Fruit and vegetable printing.</li> </ul> <p><b><u>PAINTING</u></b></p> <ul style="list-style-type: none"> <li>▪ Straw painting, creating designs, mask painting, shirt painting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and name the different types of texture.</li> <li>▪ Create favorite scene with textures collected (.g. colored rice pictures, various leaf pictures, plants).</li> <li>▪ Discuss uses of texture in the classroom and in the environment.</li> </ul> <p><b><u>PRINTING</u></b> (Recommended time: 3 weeks)</p> <ul style="list-style-type: none"> <li>▪ Teacher will demonstrate how a scene is made using fruit and vegetable printing.</li> <li>▪ Children will cut fruit or vegetable into a design, then use with paint to create a scene.</li> </ul> <p><b><u>PAINTING</u></b> (Recommended time: 6 weeks)</p> <ul style="list-style-type: none"> <li>▪ Teacher will demonstrate and explain the different types of painting to be explored (marble, feather, toe, egg, and stone).</li> <li>▪ Children will experiment with straw painting using different combinations of colored paints.</li> <li>▪ Make human/animal designs from thumb painting.</li> <li>▪ Make human/animal designs from hand and foot painting.</li> </ul>	<p><b><u>PRINTING</u></b> Evaluate scene for creativity.</p> <p><b><u>PAINTING</u></b> Evaluate for creativity.</p>

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<ul style="list-style-type: none"> <li>▪ EL4e – express an opinion</li> <li>▪ EL4c – ask questions and give information</li> <li>▪ M2 – know about spatial relationships and shapes</li> <li>▪ M2b – basic properties of some two dimensional shapes</li> <li>▪ M2a – basic properties of some three dimensional shapes</li> </ul>	<p><b><u>LINES</u></b> Paper, glue, crayons, materials brought in by children, schoolyard.</p> <p><b><u>SHAPE</u></b> Paper, crayons, glue, scissors, objects collected, schoolyard.</p> <p><b><u>COLOR</u></b></p> <p><b><u>TEXTURE</u></b> Realia: leaves, stones, seeds, skin, egg shells, crayons, paper, pencil, glue, cloth, cardboard, bristol board Textbook: Arts &amp; Craft Bk. 1</p> <p><b><u>PRINTING</u></b> Paper, paint, fruits and vegetables.</p> <p><b><u>PAINTING</u></b> Paper, paint, straw, feathers, marbles, eggs, masks, shirts</p>