

GRADES 3 – 4: YEAR’S SUMMARY – VPA

KEY STAGE 2

GRADE THREE

TERM: 1

THEME 1	Home	Strand	Sessions
AT1: LO 1	Express themselves through shapes, lines, shading and texture	ART 1	4
AT:2 LO 1	Identify, discuss and appreciate meter of rhythmic phrases and simple melodies	MUSIC 2	4
AT:3 LO 1	Use bodies to communicate messages and experiences	DRAMA 3	4
AT: 4 LO 1	Combine and perform basic locomotor skills, moving on a specific pathway(e.g. skip in circles, slide in zigzags, run in a variety of linear paths).	DANCE 4	4

CELEBRATIONS

AT 1 LO 1	Express themselves through shapes, lines, shading & textures.	ART 1	4
AT 2 LO1	Identify, discuss and appreciate meter/time signature of rhythmic phrases and simple melodies	MUSIC 2	4
AT 3 LO 1	Use bodies to illustrate the effects of social issues through DRAMA	DRAMA 3	4
AT 4 LO1	Demonstrate the ability to start, change, and stop movement	DANCE 4	4

ART & CRAFT**GRADE THREE****THEME****HOME AND CELEBRATION****LO 1****EXPRESS THEMSELVES THROUGH SHAPES, LINES, SHADING AND TEXTURE.****SC 1****Make and discuss free hand drawing with increased details.****ACTIVITIES****ASSESSMENT**

- Draw the human figure incorporating some of the main features (face, eyes, ears, nose; dress, skirt, pants) ;Plants; Animals; Structures (I)
- Draw and display work (I)
- Evaluate each others work by answering given questions.
- Shade pictures using pencil/crayon

SC 2**Use various materials to create prints, images.****ACTIVITIES****ASSESSMENT**

- Collect and use materials such as seeds, bottle stoppers, popsicle sticks, match sticks, macaroni, egg shells etc. to create/ make art work (I) & (G)
- Use the materials (mentioned) and others in the environment to make collages. (I) & (G)
- Have a variety of materials displayed (as a class collection)
- Complete a given design using various materials.
- Combine collages to make a new design.

MUSIC**GRADE THREE****THEME****HOME AND CELEBRATION****LO 1****IDENTIFY, DISCUSS AND APPRECIATE A METER OF RHYTHMIC PHRASES AND MELODIES****SC 1****Identify rhythm in 2 & 3 meter patterns as they are playing (symbols, action, movement)****ACTIVITIES**

- Allow students to react to a piece of music (clap, tap, snap, stamp, nod to the beat) (I) & (G)
- Let student discuss their actions
- Let them identify the areas where the heavy beats/ strong beats fall (I)
- Use symbols to represent steady beats e.g. | I (I)
- Have students clap meter in 2 , & 3 (I) & (G)
- Students dance to the rhythm of a melody (G)
- Students identify the meter of music extracts (I)

SC 2**Recognise differences and similarities of rhythmic patterns of phases****ACTIVITIES**

- Listen to and discuss similarities and differences in given rhythm patterns (I)
- Demonstrate how rhythm patterns of meter in two and in three are written (e.g. a loud sound/ movement followed by quiet sounds/ movement | I I | I I) (I)
- Use symbols to represent steady beats (I)
- Listen to a pattern and reproduce it by writing in symbolic form (I)
- Play rhythm games using questions and answers (G)

ASSESSMENT

- Students clap to indicate the strong/heavy beats of a melody
- Demonstrate how to conduct meter in two & three
- Write down the rhythm pattern played
- Group rhythm patterns according to similarities and differences

SC 3**Demonstrate the differences & similarities in phrases of a verse****ACTIVITIES**

- Listen to and identify the instruments played in a piece of music (I)
- Identify specific rhythm patterns played by individual instruments (I)
- Draw to indicate the similarities or differences in phrases (I)

ASSESSMENT

- Echo rhythm patterns that are played by specific instruments
- List the instruments that are played in a music extract
- Group phrases accordingly

SC 5**Listen to selected pieces of music and draw what you hear.****ACTIVITIES**

- Play a piece of music and move to the beat (clap, dance, tap) (I)
- Discuss what they observe etc (I)
- Identify rhythm patterns played (I)
- Listen to familiar piece of music and draw what they see (whatever comes to mind) (I)

SC 6**Listen to music of different genres and identify select a variety rhythm patterns used****ACTIVITIES**

- Play various music extracts for students to identify similarities and differences in rhythm patterns (I)
- Clap, play, echo the patterns heard (G) & (I)
- Discuss how the patterns are played; state their likes and dislikes (G)
- Play a song and allow students to accompany on percussion (G)

ASSESSMENT

- Identify similarities and differences in rhythm patterns.
- Compose a series of pattern to a given rhythm
- Be able to play given patterns in their original form and others

SC 7

**Listen and identify the salsa notes on the pentatonic scale.
(Five notes scale Doh, Ray, Me, Soh, Lah)**

ACTIVITIES

- Listen to and sing the pentatonic scale (I) & (G)
- Rearrange notes/pitches to make their own composition (I)
- Listen to 'Salsa 'or Spanish music and sing/ hum one of the phrases
- Compose short phrases /verse using notes of the pentatonic scale.
(G) & (I)

ASSESSMENT

- Sing the Pentatonic scale ascending or descending order
- Compose a verse using pitches of the pentatonic scale
- Sing a Salsa song/refrain

SC 8

Compose answers to given phrases

ACTIVITIES

- Sing/ play a rhythm pattern and allow students to play the reverse (I) & (G)
- Exercises in rhythmic notation (I)

ASSESSMENT

- Write down patterns in notation form

SC 9

**Change pitches/notes of given melodies
(Calypso, reggae, rap etc). in order to create a new version**

ACTIVITIES

- Clap rhythm patterns in two and in three meter. (I) & (G)
- Identify music that moves in groups of two's and three's
(I) & (G)
- Write/play simple rhythm patterns (I)
- Arrange and play simple arrangements (I)
- Use percussions to accompany simple compositions.
(I) & (G)
- Compose short calypso, reggae or rap melodies. (I)

DRAMA**GRADE THREE****THEME****HOME AND CELEBRATION****LO 1****EXPLORE FEELINGS AND EMOTIONS THROUGH DIFFERENT MEDIA****SC 1**

Use a variety of facial expressions to communicate feelings, messages etc.

ACTIVITIES

- Provide words or situations, and allow students to show appropriate facial expressions e.g. funeral, wedding, carnival etc.
- Let pupils respond dramatically to various sounds and songs.
- Use face to express opposite of given moods and feelings. **E.g.** a sad expression; respond happy expression etc.
- Communicate the mood of songs/ stories/ poems using facial expressions.
- Let students move about while listening to a musical extract; when music stops students must freeze and make any facial/ specific facial expression e.g. grief, happy, rude, sad, hungry, painful etc.
- Dramatize the “Still image” flight, freeze etc. using the face only

RESOURCE MATERIAL

- Tape recorder/CD player, collection of songs – folk/traditional, calypso, games, Resource persons,
- Collection of costumes.

SC 2

Show variation in voice to convey different messages

ACTIVITIES

- Use puppets/ masks, stories, pictures, poems to express thoughts and feelings.(e.g. use masks to portray a thief, masquerade etc.
- Create a musee` to depict a variety of masks/ ‘Jason’ ‘Freddie’, Black Devils and discuss the feelings each generates; use voice to imitate each character etc.

SC 3

Create and present various positions - flight, freeze, running, climbing

ACTIVITIES

- Freeze games. E.g. Music plays while students dance, when music stops they freeze, take flight etc.
- Use various dance steps to create flight, freeze effect, (heel& toe, quadrille etc.)
- Allow students to work in groups to present/ dramatize real life situations/ traditions etc. (Wakes, hauling a house, hauling a fishing boat to and from sea.)
- Display an understanding of time in drama .
- Experiment and create their own movement for given situations.

ASSESSMENT

- Identify/ make/ demonstrate different faces which express feelings.
- Match expressions to words./colour.
- Dramatize a position for various characters.
- Dramatize a series of actions of given characters.

RESOURCE MATERIAL

- Use resource persons of different nationalities, pictures, magazines, different objects in the environment.

DANCE	GRADE THREE	
THEME	HOME AND CELEBRATION	(4 SESSIONS)
AT4		
LO 1	COMBINE AND PERFORM BASIC LOCO-MOTOR SKILLS EMPHASIZING THE ELEMENTS OF FORCE/ ENERGY (E.G WING, EXPLODE, MELT, STRETCH) IN RELATION TO ACTIVITIES DONE IN THE HOME.	
SC 1	Demonstrate the ability to start, change and stop in movements.	
ACTIVITIES	• Use music which expresses the use of varied tempo/duration/ dynamics and enable students to use different force/energy movements. • Create a sequence of dance movements which expresses activities done at home.	
SC 2	Allow students to respond to music of different tempo/ dynamic with dance movements to feature different activities done at home	
ASSESSMENT	• Participate in a dance sequence. • Demonstrate the ability to change force/ energy while performing a dance phrase.	

TERM 2

THEME 3: MY BODY

AT 1:LO 2	Demonstrate the ability to categorize, use and appreciate a wide range of colours.	ART 1	4 (35min)
AT 2:LO 2	Make expressive use of some musical elements.	MUSIC 2	4 (35mins).
AT 3: LO 2	Use voice to express self freely and effectively	DRAMA 3	4 (35mins)
AT 4: LO2	Create and perform complex improvised movement pattern, dance sequences, and studies.	DANCE 4	4 (35min)

THEME 4: ANIMALS

AT 1: LO 2	Demonstrate the ability to categorize use and appreciate a wide range of colours.	ART 1	4 (35mins)
AT 2: LO2	Make expressive use of some musical elements.	MUSIC 2	4 (35mins)
AT 3: LO2	Use voice to express self freely and effectively.	DRAMA 3	4 (35mins)
AT 4:LO2	Improvise and select multiple possibilities to solve a given movement problem (e.g four different ways to combine a turn, stretch, and jump).	DANCE 4	4 (35mins)

ART & CRAFT**GRADE 3****THEME****BODY AND ANIMALS****LO 2****COLOURS - DEMONSTRATE THE ABILITY TO CATEGORISE, USE AND APPRECIATE A WIDE RANGE OF COLOURS****SC 1****List and use both primary and secondary colours****ACTIVITIES**

- Develop a colour wheel (li)
- Create a rainbow (I) & (G)
- Use powdered paints / crayons to design logos of different (I) & (G) companies. (I)
- Combine previous paintings to form a scene.(G)

SC 3**Differentiate between various textures****ACTIVITIES**

- Compare and discuss the texture of various materials (I)
- Use materials of different texture to create images and different collages. (I) & (G)

ASSESSMENT 3

- Use a variety of material to design given templates (scales to design fishes, feathers for birds, clouds for the sky etc.)
- Use their creativity to build a pattern based on the theme.

SC 4**Make and display different type of art work****ACTIVITIES:**

- Use a variety of materials from the environment to make art work. Display finished product. (I) & (G)
- Use recycled materials to design fabric or sketch. (I) & (G)

ASSESSMENT 4

- Present and discuss finished work.
- Give a written description of processes that they used to create their art work.

MUSIC**GRADE THREE****THEME****BODY AND ANIMALS****LO 2****MAKE EXPRESSIVE USE OF SOME MUSICAL ELEMENTS****SC 1 & 2**

**Play rhythm patterns as demonstrated by teacher
(emphasizing the Meter Signature)**

ACTIVITIES

- Practice exercises with phrases in 2 & 3 meters.
(Written and Oral) (I) & (G)
- Conduct music extracts in 2, and in 3 meter. (I)

ASSESSMENT

- Compose and perform rhythm scores
- Choreograph a music extract / song
- Sing simple rounds
- Conduct a melody while rest of class sings.

SC 3

Sing one part while listening to another.

ACTIVITIES

- Provide accompaniment for singing (G)
- Participate in singing rounds. (G)
- Maintain a part while others sing another. (I)
- Sing a melody while others sing another version (I)

ASSESSMENT

- Accompany class singing
- Maintain a melodic line while others sing another.
- Conduct a 'round'

SC 4

Sing /play the notes of the pentatonic scale on the recorder

ACTIVITIES

- Play the notes of the pentatonic scale in ascending and descending order on the recorder. (I) & (G)
- Complete melodic exercises using the recorder. (I)
- Play short songs (in which the pitches of the pentatonic scale are used) on the recorder (I) & (G)

- See LO 1, SC 7

SC 5

Read/write rhythm patterns of two – four and three – four meter

ACTIVITIES

- Complete rhythm phrases of 2 or 3 meter (I)
4 4
- Identify and write the rhythm patterns of the above meter signature. (I)

ASSESSMENT

- Play/write rhythm patterns heard
- Complete phrases by ending beginnings/ endings

DRAMA**GRADE THREE****THEME****BODY AND ANIMALS****LO2****USE VOICE TO EXPRESS SELF FREELY AND EFFECTIVELY****SC 1 & 2****Prepare and present short speeches; impromptu speeches****ACTIVITIES**

- Dramatize (using different intonations) welcome.
- Have students prepare and give short speech at mock princess shows/ pageants.
- Have students prepare and give vote of thanks, welcome remarks

ASSESSMENT

- Present a story/ short poem in choral form.
- Pre and present welcome, vote of thanks
- Participate in choral speech (have a mini competition)

SC 3**Engage in dialogue using appropriate conversation skills****ACTIVITIES**

- Engage in simple dance to reflect a story.
- View/ listen to dialogues and portray their content in dance.

ASSESSMENT

- Express a story line based on a theme of their choice.
- Create / use simple movements to depict the content of what is seen or heard.

SC 4**Read and recite poems and silly songs that demonstrate appreciation of others****ACTIVITIES**

- Read and recite poems/ songs that demonstrate appreciation of others.
- Recite poems in choral form. (Folk songs, Banana Man, etc).
- Demonstrate work songs using appropriate props.

ASSESSMENT

- Perform tasks that demonstrate the emotions of appreciation
- Demonstrate an understanding of words/ song using actions.
- Set a scene for work songs.

RESOURCE MATERIAL

- Poems, songs, (folk, tradition contemporary)
- Appropriate props

DANCE	GRADE THREE
THEME	BODY AND ANIMALS
AT4: LO2	IMPROVISE AND SELECT MULTIPLE POSSIBILITIES TO SOLVE A GIVEN PROBLEM (E.G. TWO/ THREE DIFFERENT WAYS TO COMBINE A TURN, STRETCH AND JUMP).
SC1	Create a wide variety of shapes and movements, using different levels in space
ACTIVITIES	• Use activities that illustrate basic shapes e.g. move in a figure eight, in diagonal, circle (individual /groups) • Use original body movements to dance into a variety of shapes.
SC2	Create a sequence that has a beginning, middle and end, and demonstrate partner skills (e.g. imitation, leading / following, mirroring)
ACTIVITIES	• Demonstrate a dance in stages and critique each stage. • Perform the complete dance.
ASSESSMENT	• Create and perform a simple dance. • Select appropriate music for a dance.

TERM 3**THEME 5****WATER**

AT 1: LO 3	Express themselves by painting/drawing familiar 2/3 dimensional figures.	ART 1	4 (35mins)
AT2: LO 3	Demonstrate an understanding/ and maintenance of rhythm while singing or playing an instrument.	MUSIC2	4 (35mins)
AT3:LO 3	Explore feelings and emotions through different media.	DRAMA 3	4 (35mins)
AT4: LO 3	Describe commonalities among and differences between dances from Caribbean countries.	DANCE 4	4 (35mins)

ART AND CRAFT**GRADE THREE****THEME****WATER AND TRAVEL****LO 3**

Design / use a variety of materials to create models and basic patterns.

SC 1

Make basic stitches in thread work –crotchet/ embroidery/ knitting etc.

ACTIVITIES

- Use plain paper with big needles to make stitches. (I)
- Use simple stitches to base/ hem their garment. (I)
- Make simple stitches (running stitch, back stitch, satin stitch, blanket stitch etc) (I)

ASSESSMENT

- Using stitches learnt to design a doily, handkerchief or make anagram with their name.

SC 2

Create simple patterns

ACTIVITIES

- Build simple patterns by weaving (use match sticks and thread or any other material) (I)

ASSESSMENT

- Frame or make a border to display their patterns.

SC 3

Design and build toys.

ACTIVITY

- Design and make simple toys. (G) & (I) e.g. trucks, yoyo, telephones, cars, etc.

ASSESSMENT

- Each child present one toy to the class.

MUSIC	GRADE 3
THEME	WATER AND TRAVEL
LO 3	DEMONSTRATE MAINTENANCE OF RHYTHM WHILE SINGING
SC 1	Sing and accompany own music
ACTIVITIES	• Put tunes to names, sentences (G) & (I) • Complete phrases by singing answers/ questions. (I) • Compose vocal accompaniments for melodies/songs. (G)
ASSESSMENT	• Compose tunes to short phrases. • Sing in response to a given question/answer. • Sing to the rest of class
SC 2	Sing simple folk songs and keep the time by stamping/ tapping.
ACTIVITIES	• Provide opportunities for students to accompany folk music with body percussion. (G)
ASSESSMENT	• Accompany Folk music with body percussion
SC 3	Use an instrument /recorder to play a variation to the rhythm heard.
ACTIVITIES	• Play a rhythm pattern in different ways (using change of tempo, pitch, dynamics, order) - Practice exercises (I) & (G)
ASSESSMENT	• Listen to a pattern and respond by playing a variation

DRAMA	GRADE 3
THEME	WATER AND TRAVEL
LO 3	EXPLORE FEELINGS AND EMOTIONS THROUGH DIFFERENT MEDIA
SC 1	Use movement and dance to advance the plot of a story.
ACTIVITIES	- Students can listen to part of stories and dramatize/ dance the rest - Play the game -“Guess who/ what” by miming - Portray / dramatize position of various images (change positions after 3 claps)
SC 2	Dramatize short stories, folk tales
ACTIVITIES	- Let students use familiar folk/ Traditional tales / own stories and dramatize them. - Let students react to various moments of a game. (e.g. when their team scores a goal etc.)
ASSESSMENT	- Write a plan for their story - Dramatize own stories and that of others. - React to situations and give reasons for reactions towards given situations.(your team has lost/won a game)
SC 3	Critique a familiar film/ scene.
ACTIVITIES	- Select appropriate films and allow students to discuss and critique. - Take them to view various scenes and allow them to express their opinions. (market day/ school assemblies)
ASSESSMENT	- Talk / discuss given topics, familiar films etc. - Give appropriate responses to questions about cartoons, films etc.
RESOURCE MATERIAL	(SC 1, 2, & 3) Short stories, poems, songs, games (I spy, guess who), folk tales, Films, stories, posters, pictures field trips.

DANCE**GRADE THREE****AT4:****THEME****WATER AND TRAVEL****LO3**

CREATE AND PERFORM CHOREOGRAPHIC PRINCIPLES, PROCESSES AND SKILLS TO COMMUNICATE MEANING RELATED TO TRAVEL AND WATER

SC1

Create a wide variety of shapes and movements, using different levels in space

ACTIVITIES

- Drill with different dance formation using different movements, progressions and stage levels (e.g. stage Right, stage Left, stage Centre, stage Front).
- Dance into different formations (circle, diagonal, square, tight ball, 3D shapes)

SC2

Explain different relationships between dance elements and other subjects (e.g. spatial path ways, maps, geometric shapes- body shapes).

ACTIVITIES

- Discuss the relationships between dance elements and other subject.
- Engage students dance movements /activities that enable them to demonstrate control, flexibility, posture, strength, risk taking).
- Analyze dance movements and relate them to students' mental and physical development.
- Use Picture /Word/Music to set a mode of a dance.

ASSESSMENT

- Demonstrate in dance a sound understanding of flexibility, posture and strength, and the use of the stage the stage for performance.

GRADE 4

TERM 1

THEME1:

HOME

AT1: LO1	Draw to portray experiences from real life literature.	Art 1	4(35mins)
AT 2:LO1	Identify and write meters/ time signatures of rhythmic phrases and melodies.	MUSIC 2	4(35mins)
AT3: LO1	Use bodies to communicate messages, feelings, and emotions.	DRAMA3	4(35mins)
AT4: LO 1	Demonstrate mental concentration and physical control in performing dance skills.	DANCE 4	4 (35 mins)

THEME 2

CELEBRATIONS

AT1: LO 1	Express themselves through shapes, lines shading and textures	ART 1	4 (35mins)
AT2:LO1	Identify and write meters/ Time signatures of rhythmic Phrases and melodies	MUSIC 2	4 (35mins)
AT3:LO 1	Use bodies to communicate messages ,feelings, and emotions	DRAMA3	4 (35mins)
AT4: LO1	Analyze the function and development of dance in past and present cultures in Dominica and the Caribbean	DANCE 4	4 (35mins)

ART & CRAFT**GRADE FOUR****THEME****HOME AND CELEBRATIONS****LO 1****DRAW TO PORTRAY EXPERIENCES FROM REAL LIFE AND LITERATURE****SC 1**

Make, discuss and display free hand drawings

ACTIVITIES

- Draw simple scenes of the environment (bird in flight, traffic, the sea, the country side) (I)
- Discuss, compare and contrast drawings (I)
- Design freehand drawings of a scene from a poem/ story. (I)

ASSESSMENT

- Create a picture using three /more ideas. E.g. mountain range, the sun, sailing boat.
- Use faint line drawings to create a more elaborate picture.
- Include other familiar objects like grass, sun, person, tree etc.

SC 1

Use various materials to express thoughts and feelings

ACTIVITIES

- Choose one item; portray its attributes in a drawing.(I)
- Select and draw an item which tells something about the individual. - A rose – coloured red represents love, friendly, bright, beautiful. (I)
- Collect a variety of fruits, sponges, etc and use cuttings to draw/print what you see. (I)
- Use seeds, macaroni, lentils, to create a character from a picture or story, experience or other.(use cool aid or water paint ,dye to colour objects/ picture.) (G) & (I)

ASSESSMENT

- Talk about their picture
- Complete and display patterns
- Make picture frames for drawings and art work/pictures for display /class exhibition
- Demonstrate awareness of overlapping shapes to create illusion of depth.

ACTIVITIES

- Make a creative piece of work by cutting and sticking shapes on blank paper like a mosaic. (I)
- Create a pattern by spreading paint over paper –use a variety of colours let them overlap. (I)

ASSESSMENT

- Design an old item from home (box, tin /can, book cover etc.)
- Use a stencil/ cutout of leaves, fruits, hearts, and stars etc to create an art piece (I)
- Use overlapping skills to design a chart. (I)

SC 4

Identify the elements of design (colours, shape, space, form)

ACTIVITIES

- Discuss the elements that make up a given picture- (colours, materials, shapes, used; closed and separate designs. (I)
- Choose an image/ picture, item and material to design a similar pattern. (I)

ASSESSMENT

- Answer questions about the elements in their art work.
- Present a sketch of a design.
- Suggest a price for their art work.

MUSIC	GRADE 4
THEME	HOME AND CELEBRATIONS
LO 1	IDENTIFY AND WRITE METERS OF RHYTHMIC PHRASES AND MELODIES
SC 1, 2, 3	Listen and identify rhythm in 2, 3, & 4 meters using crotchets and quavers to reproduce them
ACTIVITIES	• Play rhythm patterns (games e.g. category) (G) • Reproduce rhythm patterns in a variety of ways.(I) & (G) • Complete rhythm phrases in crotchets/ quavers. (I) • Add words syllables to rhythm patters. (I) & (G)
ASSESSMENT	• Rhythmic notation • Represent/reproduce a given rhythm pattern in different ways. • Compose rhythm patterns to syllabic phrases
SC 4	Listen and identify music from various genres in ABA form (ternary)
ACTIVITIES	• Listen to one piece of music and discuss its form. (I) • Categorize /List songs of similar pattern. (G) • Listen to a selection of at least four songs and draw to represent the form of each. (G) • Activities in identifying songs/ musical extracts of ABA form. (I)
ASSESSMENT	• Identify the form ABA phrases. • Represent the “Form” of a piece of music in symbolic form
SC 5	Listen and echo pitches/tones
ACTIVITIES	• Excises in playing of pitches for students to echo/repeat (I) • Listen to a short phrase and sing/play a version higher/ lower(I)

- Exercises in singing a tone higher/ lower (play /sing and allow students to respond by singing a tone higher/ lower) (I)
- Listen, identify and reproduce tones /sounds in the order played (I)

SC 6

Listen and order simple melodies from various styles (calypso, reggae, folk etc.)

ACTIVITIES

- “Exercises in Name That Tune” (game form) (I)
- Listen to selected Folk /Calypso music and write the Titles in the order that they are played. (I)

ASSESSMENT

- Give the titles of musical extracts as played.
- Match given titles to music extracts played.

DRAMA	GRADE FOUR
THEME	HOME AND CELEBRATIONS
LO 1	USE BODIES TO COMMUNICATE MESSAGES, FEELINGS AND EMOTIONS
SC 1	Present short skits (local farming, wood logging, fishing, house hauling etc.)
ACTIVITIES	• Allow students to work in groups to dramatize events -of interest, and of traditional flavour.
ASSESSMENT	• Participate in short presentations/dramatizations of familiar and relevant scenes/events. • Plan outline for short skits.
SC 2	Write/create and dramatize simple plays/dances in groups. Read/ listen to simple/short stories. Regroup students and allow them to compose/create and act out short plays. View excerpts of plays/dances on video/DVD then compose an ending /beginning for the play / dance.
ASSESSMENT	• Write and dramatize simple plays in groups • Write a short play and perform it in dance. • Create the steps for a short dance and direct its performance.
SC 3	Create simple movements to portray emotional responses
ACTIVITIES	• Use live situations at home/ school, community to demonstrate emotions. (e.g. Students show excitement when their team wins a goal. Students freeze /run when the bell rings) • Listen to a story and portray different emotions to reflect the content. • Listen to musical extracts and select appropriate pictures to reflect the mood; create movements to reflect the mood.
ASSESSMENT	• Students portray different emotions through drama or dance. .
RESOURCE MATERIAL	• Collection of short plays/ stories

- Video, CD/ DVD/ Cassettes
- Pre recorded of plays/ stories.
- Flash cards with words/charts, pictures
- Selection of relevant costumes/ props
- Cassette/ CD player/ recorder.
- Digital camera

DANCE	GRADE FOUR
THEME	HOME AND CELEBRATIONS (4 SESSIONS)
LO 1	COMBINE AND DEMONSTRATE INCREASE RANGE AND USE OF SPACE, TIME AND FORCE/ENERGY CONCEPTS (E.G. PULSE/ACCENTS, MELT/COLLAPSE, WEAK/STRONG)
SC1	Create, develop, and memorize set movement patterns and sequences
ACTIVITIES	• Use progressive patterns and sequences to formulate set movements/patterns (up, up down; up down up down; sweep pick up the dust etc.) Use other home chores. • Provide activities that lend it to group work for the learning of sequences and patterns.
SC2	Apply variety, contrast and unity to a dance sequence.
ACTIVITIES	• Use dance movements to bring out meaning to appropriate dance vocabulary.(e.g. stretch, plie`r, releve` and visi versa). • Create a dance phrase using given patterns / set movements.(e.g. melt/ collapse, contrast / unity, plie`r, releve`etc). • Improvise extended given movement phrases.
(To be continued)	
ASSESSMENT	• Demonstrate the use of progressive patterns in a dance sequence. • Explain the principles of contrast and unity in dance. • Participate in creating a dance phrase using increase range of space and the use of time and force/energy.

TERM TWO

THEME 3:

BODY

AT1:LO2	Draw to portray experiences from real life literature	ART 1	4(35mins)
AT2:LO2	Identify and write meters/ time Signatures of rhythmic phrases and melodies	MUSIC 2	4(35mins)
AT3: LO2	Use bodies to communicate messages feelings and emotions	DRAMA3	4(35mins)
AT4:LO2	Create, develop, and memorize Set movement patterns and sequences.	DANCE4	4 (35 mins)

THEME 4

ANIMALS

AT 1:LO 2	Draw to portray experiences from real life and literature	ART1	4(35mins)
At 2:LO 2	Make expressive use of some musical elements.	MUSIC2	4(35mins)
AT3: LO2	Express themselves freely and effectively on matters affecting their lives.	DRAMA 3	4(35mins)
AT4: LO2	Perform and identify dances from various countries with different arrangements of dancers	DANCE4	4(35mins)

ART AND CRAFT**GRADE FOUR****THEME****BODY AND ANIMALS****LO 2****CATEGORISE COLOURS INTO DIFFERENT GROUP TYPES****SC 1****Use drawings to illustrate their own or familiar stories or events****ACTIVITIES**

- Sing colour songs to point out the colours that they are wearing.
- Match colour to natural objects. (I)
- Colour and create design using different shade/ tint of one colour. (I)
- Use white / black paint to create different shades of particular colours. (I)
- Place colours in their family groups. (I) & (G)

ASSESSMENT:

- Create mobiles, and collages of different family groups
- Design / draw using various colours.

SC 2**Classify colours according to the moods they create (e.g. cool, warm, dull,)****ACTIVITIES**

- Draw and paste the characters of a story / event. (I)
- Display colours to reflect student's feelings (I) (group colours according to student's feelings)
- Introduce and display cool, warm, dull colours. Create jingles about colours. (I) & (G)

ASSESSMENT:

- Draw and colour various faces.(sad, happy, excited)
- Match colours to suit these faces.

SC 3**Identify colours of each category; Introduce colour names with song e.g. 'I Spy'****ACTIVITIES**

- Play bingo with colours. (G)
- Identify colours associated with wet /dry season. (I)
- Sing songs associated with rain, sun shine, (G)

- Collect objects/ leaves to reflect colours on a dry day (sunny day) (I) & (G)
- Compose a song about the colours used. (I) & (G)

ASSESSMENT

- Categorise colours e.g. cream – cool; red – warm; grey – dull.
- Play bingo of colour names successfully.
- Make a mural of coloured objects, patterns/ models.

MUSIC	GRADE FOUR
THEME	BODY AND ANIMALS
LO 2	COMPARE MUSIC IN SIMPLE TIME USING THE 5-NOTE (PENTATONIC) SCALE
SC 1	Compose simple musical accompaniment for melodies.
ACTIVITIES	- Working in small groups, students are allowed to play percussion/ recorder to accompany a melody/ song. - Write down simple arrangements for percussion accompaniment. (G) & (I)
ASSESSMENT	- Compose simple scores for recorder/ percussion instruments. - Interpret and play a given accompaniment for untuned percussion
SC 2	Arrange rhythm patterns to form a melody
ACTIVITIES	- Rearrange the rhythm of simple phrases to create a new pattern (G) - Create a new pattern by adding to / joining or shortening given patterns (G) & (I) - Arrange the phrases of a verse to create a new "Form" (G) - Compose rhythmic patterns for given words/verses (I)
ASSESSMENT	- Maintain / play a rhythm pattern while signing - Compose simple musical accompaniment for melodies. - Lengthen /shorten given phrases while maintaining the Time Signature (meter) - Associate/match melodic phrases to given patterns.
SC 3	Interpret and perform simple accompaniment scores.
ACTIVITIES	Discuss the part of each instrument and follow score to play. (G)

- Arrange a score for at least three instruments and play one part to the rest of class. (I) & (G)

ASSESSMENT

- Play a given part while the rest of class sings.
- Interpret and play from a short of a short piece of music.

SC 4

Compose simple melodies in ABA form.

ACTIVITIES

- Compose a verse (Use calypso, jazz, reggae or folk) (I/ G)
- Rearrange phrases of a given verse to create a verse in ABA form. (I)
- Compose a melody in ABA form. Use different medium (I/G)

ASSESSMENT

- Compose own music in ternary form (instrumental/ song)

DRAMA**GRADE FOUR****THEME****BODY AND ANIMALS****LO 2****EXPRESS THEMSELVES FREELY AND EFFECTIVELY ON MATTERS AFFECTING THEIR LIVES****SC 1****Recall and relate real life situations through speech****ACTIVITIES**

- Discuss real life issues
- Provide situations for free expressions (e.g. an accident, a picture of an incident)

ASSESSMENT

- Speak on real life issues for not less than 1 minute.

SC 2**Give typical oral responses that accompany different actions at different times.****ACTIVITIES**

- Re-live life situations/ expressions that provoke or stimulate oral
- Responses (e.g. a hurricane, volcano, wedding, parties)
- Record the voices of people of different nationality, allow students to imitate and differentiate.

ASSESSMENT

- Imitate the responses of people in a variety of situations.
- Provide appropriate reaction/ responses to disasters and other occasions.

RESOURCE MATERIAL

- Pictures, Newspaper extracts, recordings of disasters, Charts/ flash cards.

SC 3**Explain/demonstrate how the voice works.****ACTIVITIES**

- Imitate various characters using intonations/voice levels
- Use voice to personify sounds in the environment
- Use prerecording of voices of different nationalities, allow students to imitate /differentiate.

ASSESSMENT

- Imitate various sounds, characters, favourite persons.

- Imitate languages spoken by various nationalities –
(French, Spanish, Chinese, Cocoy, Creole)

DRAMA**GRADE FOUR****THEME****BODY AND ANIMALS****(4 SESSIONS)****LO 2****DEMONSTRATE ABILITY TO USE SMOOTH TRANSITIONS WHEN CONNECTING ONE MOVEMENT TO ANOTHER****SC1****Improvise extended movement phrases.****ACTIVITIES**

- Use videos to guide pupils in selecting Folk/ Traditional dances.
- Provide opportunities for students to dance to Folk/ Traditional music.
- Critique and refine a dance study –allow students to improvise extended movement phrase while dancing.

SC2**Review, revise and refine a dance study that has a beginning, middle and an end.****ACTIVITIES**

- Have students respond to a given dance movement by mirroring each other with and without music (Work with partner or small group)
- Revisit and improve on previous dance study.

ASSESSMENT

- Create a dances phrase portraying a variety of dance movements – extended, connecting one phrase to another, mirroring etc.

TERM THREE**THEME 5****WATER**

AT1:LO 3	Follow simple directions, with and without visuals, that are heard/ read/ viewed to complete projects related to stitching, in weaving, straw work and paper work, etc.	ART 1	4 (35mins)
AT2: LO3	Use an instrument to play or accompany a specific melody	MUSIC 2	4 (35mins)
AT3:LO3	Perform and respond in different ways to one's own work and that of others.	DRAMA3	4 (35mins)
AT1:LO3	Perform and describe dances that reflect the geographical place in which the dances are performed.	DANCE 4	4 (35mins).

THEME 6**Travel**

AT 1:LO3	Follow and give simple directions to create a pattern/ model.	Art 1	4 (35mins)
AT2:LO 3	Use an instrument to play Or accompany a specific melody	MUSIC 2	4 (35mins)
AT3:LO3	Perform and respond in different ways to one's own work and that of others.	DRAMA 3	4 (35mins)
AT4:LO3	Perform and identify folk/traditional and social dances from West Indian history.	DANCE 4	4 (35mins).

ART AND CRAFT**GRADE FOUR****THEME****WATER AND TRAVEL****LO 3****GROUP COLOURS ACCORDING TO THE WET AND DRY SEASONS****SC 1**

Follow simple directions, with and without visuals that are heard/viewed/read to complete projects related to stitching and weaving (straw work paper work)

ACTIVITIES

- Follow instruction to complete simple patterns in needle work/ weaving, crochet and paper work. (I)
- Create own pattern for art work. (I)

ASSESSMENT

- Complete and display patterns.
- Discuss the instructions for individual pieces.
- Make some artwork that portrays the art of weaving/crochet/designing.

MUSIC**GRADE FOUR****THEME****WATER AND TRAVEL****LO 3****USE AN INSTRUMENT TO PLAY OR ACCOMPANY A SPECIFIC MELODY****SC 1****Interpret and play/ perform simple accompaniment scores****ACTIVITIES**

- Read and perform music of simple scores. (G)
- Compose written accompaniments for familiar songs. (G) & (I)
- Critic performances of scores (G)
- Arrange own scores for percussion instruments and have a group to perform it.

ASSESSMENT

- Perform simple music scores (rhythmic/ melodic)
- Present a music score for performance
- Direct the performance of own composition.
- Build a repertoire of songs.

DRAMA	GRADE FOUR
THEME	WATER AND TRAVEL
LO 3	PERFORM AND RESPOND IN DIFFERENT WAYS TO ONE’S OWN WORK AND THAT OF OTHERS
SC 1	Reflect and articulate personal growth
ACTIVITIES	• Use photos to map their growth, and to mime actions at various stages (e.g. display clothing, toys, writing books of individuals)
ASSESSMENT	• Display & explain the activities/ what’s happening in a presentation
SC 2	Participate in simple performances involving music & dance.
ACTIVITIES	• Perform situations which lend themselves to class room • Activities in music and dance. • Provide Activities for students to practice series of steps used when choreographing • Allow students to listen to songs and in small groups create a simple choreography.
ASSESSMENT	• Present a 2 – 3 minutes dance • Create and perform choreography in group/ solo
RESOURCE MATERIAL	• Pictures of individuals, animals. (stages of growth) • Recording of disasters • Charts/ flash cards/activity cards, stories • A variety of songs/ music • Tape recordings

SC 3**Appreciate the performance of self, peers and others****ACTIVITIES**

- Do and tell activities – Group dramatizes a scene and give reasons for their choice of actions/ .Rest of class explain they like /dislike about the activity performed.
- Provide opportunities for students to view/ listen to performances and allow students time for discussion

ASSESSMENT

- Observe others/ peers dramatize familiar scenes and critique

SC 4**Make connections between real life and “drama” fiction” make belief****ACTIVITIES**

- Provide real life situations video tapes, recordings of market place, incidents, storms etc for discussion and dramatization /dance.
- Allow students to investigate at least five traditional /recent scenes and produce an outline for performing at least one.

ASSESSMENT

- List real life scenes and dramatize a few extracts,
- Work in groups to perform a real life /make belief scene

RESOURCE MATERIAL

- Video tapes Simple plays,
- Stories
- Films
- Posters/ pictures
- Recordings of real life and make belief situations

DANCE	GRADE FOUR	
THEME	WATER AND TRAVEL	(4 SESSIONS)
LO 3	PERFORM AND DESCRIBE DANCES THAT REFLECT GEOGRAPHICAL PLACE IN WHICH THE DANCES ARE PERFORMED (E.G. DESERTS, RAINFOREST, ON LAND).	
SC 1	Perform and identify dances from various countries with different arrangements of dancers (lines, circles/couples).	
ACTIVITIES	• Present a variety of music extracts and allow students to use dance movements in given formations and shapes to relate to each.(e.g. dance to salsa music, ring game music, etc).	
SC2	Demonstrate ways in which dancers effectively communicate ideas and moods	
ACTIVITIES	• Practice free dance movements and expressions while listening to musical extracts. • Select music which lends itself to different moods/ expressions. • Plan a dance study which effectively communicates given ideas and moods.	
SC 3	Demonstrate elements (phrasing, contrast, unity, in a dance study which reflects aspects of travel/water.	
ACTIVITIES	• Imitate movements of different travelers • Exaggerate /extend such movements in dance phrases • With guidance perform a dance study depicting/ portraying Travel/ Water activities. • Review and refine dance studies for performance.	