

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 2**

**UNIT/THEME: DRAWING AND PAINTING**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual image through use of variety of artistic tools and media.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices
- SP2.a Take part in group activities
- SP2.b Express their opinions and feelings in a socially acceptable way
- SP2.c Identify feelings
- 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>DRAWING AND PAINTING</b></p> <p>Types of lines</p> <ul style="list-style-type: none"> <li>• Vertical</li> <li>• Zigzag</li> <li>• Curved</li> <li>• Spiral/coiled</li> <li>• Dotted</li> <li>• Straight</li> <li>• Crooked</li> <li>• Wavy</li> </ul> <p>Line Direction</p> <ul style="list-style-type: none"> <li>• Diagonal</li> <li>• Horizontal</li> <li>• Vertical</li> </ul> <p>Colour</p> <ul style="list-style-type: none"> <li>• Primary – red, yellow, blue</li> <li>• Secondary – orange,</li> </ul>	<p><b>DRAWING AND PAINTING – EXAMPLES</b></p> <p><b>1. Doodle Design</b></p> <ul style="list-style-type: none"> <li>• Cover the entire area of the paper with a continuous line drawn with complete spontaneity in light pencil. Make sure this line contains numerous directions made by a variety of straight and curved lines.</li> <li>• Look for shapes that are created by the lines and draw them in with a heavy pencil line. Many interesting abstract designs, as well as subject matter, can be found. Turn the paper upside down or sideways to see as many shapes as possible.</li> <li>• Use crayon or paint to fill in and add detail to the shapes.</li> </ul> <p><b>2. Crayon Etching</b></p> <p>Cover the entire surface of a paper with a heavy coat of brightly coloured crayons in either a free or planned design. Avoid using dark colours. The heavier the colours are applied the better the final result. No definite drawing or design is necessary at this point.</p>	<p><b>DRAWING AND PAINTING</b></p> <ul style="list-style-type: none"> <li>• Display artwork</li> <li>• Discuss student’s ideas and artwork</li> <li>• Check list for observing and participating</li> <li>• Teacher and peer evaluation</li> <li>• Evaluate student’s creativity in ideas and end product</li> <li>• Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</li> </ul>

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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> <li>• purple, green</li> </ul> <p>DRAWING AND PAINTING</p> <ul style="list-style-type: none"> <li>• Warm – red, yellow, orange</li> <li>• Cool - blue, purple, green</li> </ul>	<ul style="list-style-type: none"> <li>• Crayon over the brightly coloured crayoned surface</li> </ul> <p>DRAWING AND PAINTING</p> <ul style="list-style-type: none"> <li>• with black, purple or any dark colour, until no original colour shows. Rubbing the crayon covered surface with a piece of tissue or cloth first will help the dark crayon adhere.</li> <li>• Having a definite design or drawing in mind, scratch or scrape through the dark surface to the colour or colours beneath.</li> </ul> <p>3. Wet Chalk Drawing</p> <ul style="list-style-type: none"> <li>• Draw over damp paper with coloured chalk. The colours will generally be brighter and more exciting than those applied to dry paper. If the paper is not of heavy stock, then there is the danger of it tearing or wrinkling.</li> </ul> <p>Soaking the chalk sticks for 10 minutes in sugar water before use reduces the tendency to smear.</p>	<p>DRAWING AND PAINTING</p> <p>Display paper mache and observe the use of lines, shapes and colour.</p>

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**UNIT/THEME: DRAWING AND PAINTING**

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>DRAWING AND PAINTING</b> <b>Lines Shapes and Colours</b></p> <ul style="list-style-type: none"><li>• M2b Understand how the position of two-dimensional shapes is affected by movement.</li><li>• EL3d Produce work that is legible and acceptable</li><li>• EL4a Express ideas and opinion</li><li>• EL4e Ask questions and give information</li></ul>	<p><b>DRAWING AND PAINTING</b></p> <p>Resources:</p> <ul style="list-style-type: none"><li>• Art and Craft Books</li><li>• Magazine, postcard and calendar pictures</li><li>• Recycled objects</li><li>• Natural objects</li><li>• Art examples</li><li>• Internet resources</li><li>• Artists</li><li>• Resource personnel</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• Pencils</li><li>• Coloured pencils</li><li>• Crayons</li><li>• Paint brushes</li><li>• Water colour paint</li><li>• Water</li><li>• Construction paper</li><li>• Bristol board</li><li>• Scraping tool (scissors, stick, hair pin, nail, file etc.)</li><li>• Coloured chalk</li><li>• Sugar water</li></ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 2**

**UNIT/THEME: 3 DIMENSIONAL DESIGN**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual image through use of variety of artistic tools and media.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices
- SP2.a Take part in group activities
- SP2.b Express their opinions and feelings in a socially acceptable way
- SP2.f Help the group achieve its goals
- SP2.c Identify feelings
- 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>3 DIMENSIONAL DESIGN</b></p> <p><b>Natural Objects</b></p> <p><b><u>WOOD</u></b></p> <ul style="list-style-type: none"> <li>• Cedar, Mahogany, Pine, Pimento, etc..</li> </ul> <p><b><u>STRAW &amp; LEAF</u></b></p> <ul style="list-style-type: none"> <li>• Coconut, Cohune, Titi, etc..</li> </ul> <p><b><u>FRUITS &amp; SEEDS</u></b></p> <ul style="list-style-type: none"> <li>• Coconut, Calabash, Guanacaste, etc..</li> </ul>	<p><b>3 DIMENSIONAL DESIGN – EXAMPLES</b></p> <p><b>1. Box Sculpture</b></p> <ul style="list-style-type: none"> <li>• Use an assortment of cardboard, wooden or metal containers (oatmeal boxes, hat boxes, coffee tins, jewelry boxes, cartons, film boxes, egg cartons, etc..</li> <li>• Containers such as those suggested above, when combined with miscellaneous materials, lend themselves to the construction of animals, figures, totem poles, hats, percussion instruments, etc..</li> <li>• Glue or tape boxes and additional materials together</li> <li>• May be painted or markers can be used to detail</li> </ul> <p><b>2. Paper Bag Puppet on a Stick</b></p> <ul style="list-style-type: none"> <li>• Fill the bag with small pieces of torn or shredded newspaper.</li> <li>• The dowel or stick should be inserted in the open end of the bag, and until it touches the bottom of the bag. Gather the open end of the bag around the stick, and tie the string tightly to form a neck.</li> </ul>	<p><b>3 DIMENSIONAL DESIGN</b></p> <ul style="list-style-type: none"> <li>• <b>Display artwork</b></li> <li>• <b>Discuss student’s ideas and artwork</b></li> <li>• <b>Check list for observing and participating</b></li> <li>• <b>Teacher and peer evaluation</b></li> <li>• <b>Evaluate student’s creativity in ideas and end product</b></li> <li>• <b>Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</b></li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 2**

**UNIT/THEME: 3 DIMENSIONAL DESIGN**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual image through use of variety of artistic tools and media.  
 - concrete materials in environment

**CROSS-CURRICULAR OUTCOMES**

**Pupils should:**

- SP1.a Recognize the values associated with choices
- SP2.a Take part in group activities
- SP2.b Express their opinions and feelings in a socially acceptable way
- SP2.f Help the group achieve its goals
- SP2.c Identify feelings
- SP3.a Assess their needs/interests
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<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><u>SAND &amp; SHELLS</u></p> <ul style="list-style-type: none"> <li>• Drift wood, Beach glass, Shells, Coral, Sand, Pumice, etc..</li> </ul> <p><u>RECYCLED OBJECTS</u></p> <ul style="list-style-type: none"> <li>• Scrap manufactured wood, Cardboard, Broken Tiles, Paper products</li> </ul>	<p>3 DIMENSIONAL DESIGN</p> <p>Make sure the stick extends far enough out of the bag to make a handle.</p> <ul style="list-style-type: none"> <li>• The features of the face can be added with paint, crayons, or with pieces of colored paper cut to shape.</li> </ul> <p><b>3. Relief Mosaic from Seeds or Beads</b></p> <ul style="list-style-type: none"> <li>• <b>Sketch the design on construction paper, carefully defining the areas where seeds are to be placed.</b></li> <li>• <b>Using glue, mount the construction paper on cardboard, the same size as the construction paper.</b></li> <li>• <b>Spread the glue on one area of the design at a time and press the seeds, beads, or natural objects into place filling the area.</b></li> <li>• <b>When placing small pieces, it is helpful to put a dab of glue on the end of a toothpick to pick up and place each seed.</b></li> </ul>	<p>3 DIMENSIONAL DESIGN</p>

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**UNIT/THEME: 3 DIMENSIONAL DESIGN**

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>3 DIMENSIONAL DESIGN</b></p> <ul style="list-style-type: none"> <li>• SS5a Understand the way of life in Belize in relation to Central America, North America and the Caribbean.</li> <li>• ST5a Understand some basic changes which different materials can undergo.</li> <li>• ST8a Understand the natural processes which support and maintain the environment.</li> <li>• ST8b Understand the need for protection, care and responsible use of the environment.</li> </ul>	<p><b>3 DIMENSIONAL DESIGN</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Different types of wood</li> <li>• natural environment</li> <li>• straws (ti-tie, corn husk, etc.)</li> <li>• seeds &amp; fruits (coconut, cohune, calabash, etc.)</li> <li>• Paper bag</li> <li>• Newspapers</li> <li>• Wooden stick or dowel</li> <li>• String or yarn</li> <li>• Colored paper and scissors</li> <li>• Paint or crayons</li> <li>• Paste or white glue</li> <li>• Cardboard</li> <li>• Construction paper</li> <li>• Assortment of seeds or natural objects</li> <li>• Food colouring</li> <li>• Pencil</li> <li>• Clear spray</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 2**

**UNIT/THEME: CERAMICS**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through a variety of artistic tools and media. Explore and experiment to create visual images through the use of a variety of ceramics.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP2.a Take part in group activities
- SP2.b Identify feelings
- SP2.e Lead and follow where appropriate

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>CERAMICS</b></p> <ul style="list-style-type: none"> <li>• Clay is an inexpensive material dug from the earth. Clay is one of the oldest of all craft mediums</li> </ul>	<p><b>CERAMICS</b></p> <ol style="list-style-type: none"> <li>1. <b>Soda and Cornstarch Sculpture</b> <ul style="list-style-type: none"> <li>• Combine the ingredients (1 cup cornstarch, 2 cups baking soda, 1 ¼ cups water) in a saucepan and cook over medium heat, stirring constantly.</li> <li>• When the mixture is thickened to doughlike consistency, turn out on a piece of aluminum foil or on a breadboard.</li> <li>• Food coloring may be worked into the clay when it has cooled slightly.</li> <li>• Keep clay in a refrigerator covered with aluminum or in a plastic bag to keep it pliable when not in use.</li> <li>• Clay may be rolled and cut into shapes or may be modeled into small shapes.</li> <li>• Watercolor or tempera may be used to paint the clay objects when they are thoroughly dry.</li> </ul> </li> <li>2. <b>Bread Dough Sculpture</b> <ul style="list-style-type: none"> <li>• Remove the crusts from four slices of bread.</li> <li>• Tear the bread into small pieces, mixing them thoroughly with three tablespoons of white and one-to-two drops of lemon juice.</li> </ul> </li> </ol>	<p><b>CERAMICS</b></p>

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**UNIT/THEME: CERAMICS**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through a variety of artistic tools and media. Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP2.a** Take part in group activities
- SP2.b** Identify feelings
- SP2.e** Lead and follow where appropriate

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>CERAMICS</b></p>	<p><b>CERAMICS</b></p> <ul style="list-style-type: none"> <li>• Model or cut as desired, allowing one-to-two days for complete drying.</li> <li>• Pieces may be painted with watercolor, tempera, or acrylic paints.</li> <li>• The clay can be preserved for modeling by wrapping in plastic and placing in a refrigerator.</li> </ul> <p><b>3. Modeling</b></p> <ul style="list-style-type: none"> <li>• Beginning with a basic shape of the object to be modeled, squeeze or push the clay to form the features (legs, arms, head, etc.) Think of the object as a whole, rather than as separate parts.</li> <li>• Between working sessions, wrap with a moist cloth to retain plasticity.</li> <li>• Allow the piece to dry slowly at room temperature.</li> <li>• Fire clay in Kiln if needed.</li> </ul> <p><i>NOTE:</i> Combining parts or sections is another method of modeling, but not recommended for children. Assembling parts is very important, and unless the two pieces of clay are of the same consistency, and combined together properly, they will shrink irregularly in drying.</p>	<p><b>CERAMICS</b></p> <ul style="list-style-type: none"> <li>• <b>Display artwork</b></li> <li>• <b>Discuss student’s ideas and artwork</b></li> <li>• <b>Check list for observing and participating</b></li> <li>• <b>Teacher and peer evaluation</b></li> <li>• <b>Evaluate student’s creativity in ideas and end product</b></li> <li>• <b>Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</b></li> </ul>



**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 2**

**UNIT/THEME: CERAMICS**

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>CERAMICS</b></p> <p><b>Availability, Location and Texture</b></p> <ul style="list-style-type: none"> <li>• EL4.a Express ideas and opinion</li> <li>• WT5.a Identify a simple problem/need</li> <li>• WT5.c Construct a simple device to meet a need/solve a problem</li> <li>• WT4.a Identify an area of need</li> <li>• WT5.b Design a device to meet a need/solve a problem</li> </ul> <p><b>Practical Use</b></p> <ul style="list-style-type: none"> <li>• ST5.a Understand some basic changes which different materials can undergo</li> <li>• SS2.c Understand how people use the natural resources of Belize</li> <li>• EL2.d Follow instructions/directions</li> <li>• M2.b Understand how the position of 3-dimensional shapes are affected by movement.</li> <li>• WT2.b Understand some of the processes within Belize's industrial sectors</li> </ul> <p><b>Importance of Clay &amp; Relevant Materials</b></p> <ul style="list-style-type: none"> <li>• ST8a Understand the natural processes which support and maintain the environment.</li> <li>• ST8b Understand the need for protection, care and responsible use of the environment</li> <li>• WT2a Understand the elements which contribute to the effectiveness of the work.</li> </ul>	<p><b>CERAMICS</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• 1 cup cornstarch</li> <li>• 2 cups baking soda (1 lb. Box)</li> <li>• 1 ¼ cups water</li> <li>• Saucepan</li> <li>• Stove or hot plate</li> <li>• Aluminum foil</li> <li>• Food colouring</li> <li>• Plastic bags</li> <li>• Paint (watercolor or tempera)</li> <li>• White glue</li> <li>• Bread</li> <li>• Lemon juice</li> <li>• Brush</li> <li>• Local or commercial water base clay</li> </ul> <p><b>Resources</b></p> <p><i>Primary School Arts and Craft</i></p> <p><i>Peace Corps</i></p> <p><i>Information collection and exchange</i></p>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 2**

**UNIT/THEME: FIBER ARTS**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through a variety of artistic tools and media. Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

**SP2.a** Take part in group activities

**SP2.c** Identify feelings

**SP2.f** Help the group to achieve its goals

**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>FIBER ART</b></p> <p><b>Types of Fabrics</b></p> <ul style="list-style-type: none"> <li>• <b>Synthetic – man made (garbardine, nylon)</b></li> <li>• <b>Natural fabric – grows in the environment (cotton, wool)</b></li> </ul> <p><b>Use of Fabrics</b></p> <ul style="list-style-type: none"> <li>• Quilting</li> <li>• Applique</li> <li>• Flags</li> <li>• Wall Hangings</li> <li>• Puppets</li> <li>• Printing, painting, or drawing on fabric</li> <li>• Weaving</li> <li>• Embroidery</li> <li>• Macrame</li> </ul>	<p><b>FIBER ART – EXAMPLES</b></p> <p><b>1. Paper Weaving</b></p> <ul style="list-style-type: none"> <li>• Cut a series of slits in the paper, making sure a border is maintained.</li> <li>• Cut strips of coloured paper, magazines.</li> <li>• Weave the strips in place through the slits in the paper.</li> <li>• <b>Hold strips in place with a spot of paste if necessary.</b></li> </ul> <p><b>NOTE:</b> Numerous designs can be obtained through an inventive approach. The paper can be folded in half to cut a series of slits, of various widths or with slightly curved lines.</p> <p><b>2. Yarn Design (laying yarn on a glued surface to outline a design and then filling in the design with additional yarn)</b></p> <ul style="list-style-type: none"> <li>• <b>Cover working area with newspaper and cover large area of the construction paper on newspaper and cover large area of the construction paper with heavy layer of paste.</b></li> </ul>	<p><b>FIBER ART</b></p> <ul style="list-style-type: none"> <li>• <b>Display artwork</b></li> <li>• <b>Discuss student’s ideas and artwork</b></li> <li>• <b>Check list for observing and participating</b></li> <li>• <b>Teacher and peer evaluation</b></li> <li>• <b>Evaluate student’s creativity in ideas and end product</b></li> <li>• <b>Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</b></li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 2**

**UNIT/THEME: FIBER ARTS**

**AREA OF STUDY OUTCOMES**

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**CROSS-CURRICULAR OUTCOMES**

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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>FIBER ART</b></p>	<p><b>FIBER ART</b></p> <ul style="list-style-type: none"> <li>• Lay the desired colored yarn in the paste as if drawing an outline. Do not stretch the yarn when applying.</li> <li>• Cut the yarn when shape is completed.</li> <li>• Gently pat the yarn into the paste.</li> <li>• Continue with a second line of yarn inside the first outline.</li> <li>• Continue until desired result is obtained, changing colours if necessary.</li> </ul> <p><i>NOTE:</i> Yarn can also be wrapped around a paste-covered shape cut from cardboard or any other 3-dimensional object.</p> <p><b>3. Crayon on Cloth</b></p> <ul style="list-style-type: none"> <li>• Draw directly on the cloth with the crayons, using considerable pressure.</li> <li>• Melt the crayon into the cloth by placing it under the heat lamp or ironing over it between sheets of paper.</li> </ul> <p><i>NOTE:</i> The color will be semi-permanent only if the fabric is washed in cool water with a nondetergent soap.</p>	<p><b>FIBER ART</b></p>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**  
**STANDARD 2**

**UNIT/THEME: FIBER ARTS**

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>FIBER ART</b></p> <p><b>1. Types of Fabric and Textures</b></p> <ul style="list-style-type: none"> <li>• EL2.d Follow instructions/directions.</li> <li>• EL3.d Produce work that is legible and acceptable.</li> <li>• EL3.e Demonstrate the ability to use a variety of styles and forms.</li> <li>• EL4.a Express ideas and opinions.</li> <li>• ST5.a Understand some of the changes in living things and their environment from prehistoric times (life before human kind) to the present.</li> <li>• ST8.a Understand the natural processes which support and maintain the environment</li> </ul> <ul style="list-style-type: none"> <li>• EL4.c Use appropriate language to share ideas, to convince and express feelings</li> </ul>	<p><b>FIBER ART</b></p> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Inexpensive yarn, rope or string</li> <li>• Paste or media mixer</li> <li>• Newspaper</li> <li>• Paste applicator (brush or piece of cardboard or folded paper)</li> <li>• Scissors</li> <li>• Cardboard or construction paper</li> <li>• Wax crayons</li> <li>• Hot iron</li> <li>• Cotton fabric</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: DRAWING AND PAINTING**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through the use of a variety of artistic tools and media. Explore and experiment to create images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

- SP1.a Recognize the values associated with choice.
- SP2.a Take part in group activities
- SP2.b Express their opinions and feelings in a socially acceptable way.
- SP2.c Identify feelings
- 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>DRAWING AND PAINTING</b></p> <p>Types of painting</p> <ul style="list-style-type: none"> <li>• dry brush</li> <li>• stippling</li> <li>• rolling</li> <li>• combing</li> <li>• splattering</li> <li>• rag rolling</li> <li>• dripping</li> <li>• finger</li> <li>• wet on wet</li> <li>• fruit/vegetable prints</li> <li>• stick</li> <li>• string</li> </ul>	<p><b>DRAWING AND PAINTING – EXAMPLES</b></p> <ol style="list-style-type: none"> <li>1. Finger Paint Mono Print                             <ul style="list-style-type: none"> <li>• Do a finger painting directly on a table top or other smooth flat surface.</li> <li>• Lay a piece of paper directly on the wet painting and rub with the hand until the painting is transferred to the paper.</li> <li>• Lift the painting and place on newspaper to dry.</li> <li>• When the print has dried, place it face down on a flat surface and press with a warm iron</li> </ul> </li> <li>2. Drawing with Ink and Sticks                             <ul style="list-style-type: none"> <li>• Stick and ink is a lesser known drawing procedure, but one which has enough individuality to justify its use.</li> <li>• In technique it is very simple – one merely dips an absorbent piece of wood into the ink and draws as one would with a pen. Effects can be obtained by using sticks with frayed, sharp or smooth ends.</li> </ul> </li> </ol>	<p><b>DRAWING AND PAINTING</b></p> <ul style="list-style-type: none"> <li>• <b>Display artwork</b></li> <li>• <b>Discuss student’s ideas and artwork</b></li> <li>• <b>Check list for observing and participating</b></li> <li>• <b>Teacher and peer evaluation</b></li> <li>• <b>Evaluate student’s creativity in ideas and end product</b></li> <li>• <b>Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</b></li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: DRAWING AND PAINTING**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through the use of a variety of artistic tools and media. Explore and experiment to create images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

- SP1.a Recognize the values associated with choice.
- SP2.a Take part in group activities
- SP2.b Express their opinions and feelings in a socially acceptable way.
- SP2.c Identify feelings
- 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
DRAWING AND PAINTING	<p><b>DRAWING AND PAINTING</b></p> <p>3. Blottos</p> <ul style="list-style-type: none"> <li>• Cut a number of paper squares and rectangles of various sizes.</li> <li>• Crease each paper square in the middle so that later it can be folded easily.</li> <li>• Sprinkle a few drops of paint on each side of the crease.</li> <li>• Fold the paper on the creased line with the paint inside and press --this causes the paint to be squeezed into various and interesting shapes.</li> <li>• When the paper is opened the result will be surprising – it might resemble an insect, flower, butterfly or any number of items.</li> <li>• After a number of blottos are made, cut them out and arrange them into a picture or pattern. When satisfied with the arrangement, paste them in place on a piece of paper of desired size.</li> </ul>	DRAWING AND PAINTING

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: DRAWING AND PAINTING**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p>DRAWING AND PAINTING</p> <ul style="list-style-type: none"> <li>• EA1.g Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.</li> <li>• SS2.c Understand how people use the natural resources of Belize.</li> <li>• M2.a Understand the geometric properties of some common two-dimensional and three-dimensional shapes.</li> <li>• M3.a Measure capacity, distance, weight and time using standard and non-standard measuring devices.</li> <li>• SL4.b Ask questions for information and understanding.</li> <li>• EL4.e Ask questions and give information.</li> <li>• EL2.d Follow instructions/directions.</li> <li>• EL4.f Express ideas and opinions.</li> <li>• M4.a Make reasonable approximations based on relevant life experiences.</li> </ul>	<p>DRAWING AND PAINTING</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Art and Craft Books</li> <li>• Magazine, postcard and calendar pictures</li> <li>• Recycled objects</li> <li>• Natural objects</li> <li>• Art examples</li> <li>• Internet resources</li> <li>• Artists</li> <li>• Resource personnel</li> </ul> <p>Materials</p> <ul style="list-style-type: none"> <li>• paper</li> <li>• watercolour or thin tempera paints</li> <li>• scissors</li> <li>• paste</li> <li>• ink</li> <li>• various sticks</li> <li>• finger paints</li> <li>• smooth flat surface</li> <li>• newspaper</li> <li>• iron</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: 3 DIMENSIONAL DESIGN**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through a variety of artistic tools and media. Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

- SP1.a Recognize the values associated with choice.
- SP1.b Choose between alternatives based on values
- SP2.b Express their opinions and feelings in a socially acceptable way.
- SP2.c Identify feelings
- 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>3 DIMENSIONAL DESIGN</b></p> <p>Uses of Wood;</p> <ul style="list-style-type: none"> <li>• Plaques</li> <li>• Toys</li> <li>• Musical Instruments</li> <li>• Bowls, cups and plates</li> <li>• Sculpture</li> <li>• Models</li> </ul>	<p><b>3 DIMENSIONAL DESIGN – EXAMPLES</b></p> <ol style="list-style-type: none"> <li>1. Pressed Nature Picture                             <ul style="list-style-type: none"> <li>• Collect flowers, ferns, grasses, etc. and dry them by pressing between sheets of newspaper weighted with books or other heavy objects. Let dry about one week, changing newspapers occasionally.</li> <li>• White or light coloured fabric is stretched over a piece of cardboard and glued into place.</li> <li>• Arrange dry, pressed flowers, leaves, etc. into pleasing design and when satisfied, glue then into place.</li> <li>• Frame the finished picture.</li> </ul> </li> <li>2. Carnival Cardboard Armbands                             <ul style="list-style-type: none"> <li>• Cut cardboard marley tubes into rings.</li> <li>• If tube does not fit, cut out a section so that it can expand slightly.</li> </ul> </li> </ol>	<p><b>3 DIMENSIONAL DESIGN</b></p> <ul style="list-style-type: none"> <li>• Display artwork</li> <li>• Discuss student’s ideas and artwork</li> <li>• Check list for observing and participating</li> <li>• Teacher and peer evaluation</li> <li>• Evaluate student’s creativity in ideas and end product</li> <li>• Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</li> </ul>



**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**  
**STANDARD 3**

**UNIT/THEME: 3 DIMENSIONAL DESIGN**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through a variety of artistic tools and media. Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

- SP1.a Recognize the values associated with choice.
- SP1.b Choose between alternatives based on values
- SP2.b Express their opinions and feelings in a socially acceptable way.
- SP2.c Identify feelings
- 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>
3 DIMENSIONAL DESIGN	<p>3 DIMENSIONAL DESIGN</p> <ul style="list-style-type: none"> <li>• Cover the ring with kite paper or tissue paper that has been soaked in starch or diluted paste.</li> <li>• Paint and decorate with assorted materials relevant to the theme.</li> </ul> <p>3. Scrap Wood Sculpture</p> <ul style="list-style-type: none"> <li>• Students collect scraps of wood.</li> <li>• From a generous supply of small pieces of scrap wood various sizes and colours, choose those pieces which will work well together in creating a piece of sculpture.</li> <li>• When the arrangement is satisfactory, glue all the components together.</li> <li>• Paint or crayon decorations can be added to finish sculpture.</li> </ul>	3 DIMENSIONAL DESIGN

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: 3 DIMENSIONAL DESIGN**

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>3 DIMENSIONAL DESIGN</b></p> <ul style="list-style-type: none"> <li>• EL1.k Interpret and follow instructions/directions.</li> <li>• EL2.b Identify a sequence of events.</li> <li>• ST7.a Understand the characteristics of living things, the main categories into which they can be grouped, and how these interrelate with the environment.</li> <li>• M2.a Understand the geometric properties of some common two-dimensional and three-dimensional shapes.</li> <li>• SS2.c Understand how people use the natural resources of Belize.</li> <li>• SL1.d Follow instructions and directions.</li> </ul>	<p><b>3 DIMENSIONAL DESIGN</b></p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Art and Craft Books</li> <li>• Magazine, postcard and calendar pictures</li> <li>• Recycled objects</li> <li>• Natural objects</li> <li>• Art examples</li> <li>• Internet resources</li> <li>• Artists</li> <li>• Resource personnel</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Scrap wood</b></li> <li>• Glue</li> <li>• Paints</li> <li>• Crayons</li> <li>• Cardboard tubes</li> <li>• Kite or tissue paper</li> <li>• Starch</li> <li>• Brushes</li> <li>• Feathers</li> <li>• Shells</li> <li>• Beads, seeds</li> <li>• Ribbon</li> <li>• Bells</li> <li>• Scissors</li> <li>• Dried grasses, straws, flowers, etc.</li> <li>• Cloth</li> <li>• Inexpensive picture frame</li> <li>• Cardboard</li> <li>• Newspapers</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through use of a variety of artistic tools and media. Explore and experiment to create visual images through use of variety of concrete materials in environment.

**CROSS-CURRICULAR OUTCOMES**

- CP1.b Examine information related to the problem/issue
- CP1.c Suggest ways of dealing with the problem/issue
- SP1.a Recognise the values associated with choices
- SP2.a Take part in group activities      SP2.h Accept major decisions
- SP2.b Express their opinions and feelings in a socially acceptable way.
- SP2.g Help create consensus      SP3.a Assess their needs/interest
- 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>CERAMICS</b>  <b>1. Location of Clay</b></p> <p>Clay is one of the oldest of all craft mediums. It is a basic raw and inexpensive material dug from the earth. Clay can be moulded into objects of aesthetic distinction. Clay affords us to express ourselves using our hands.</p> <p><b>Hand Building Techniques</b></p> <ul style="list-style-type: none"> <li>• Making slabs (geometric shapes)</li> <li>• Making coils with hands clay is rolled into long coils which are joined and circled around several times to build vessel or other forms.</li> </ul>	<p><b>CERAMICS – EXAMPLES</b></p> <p>1. Tiles</p> <ul style="list-style-type: none"> <li>• Knead the clay to a workable consistency.</li> <li>• Spread the damp cloth on a smooth table top.</li> <li>• Place two straight edged one-half inch thick sticks on the damp cloth parallel each other. The space between the two sticks is the width of the tile.</li> <li>• Roll a ball of clay and place it between the two sticks.</li> <li>• Flatten the clay by rolling with the rolling pin, until it is the thickness of the sticks.</li> <li>• Cut the slab into the length of tile desired, allow it to become almost dry.</li> <li>• Draw a design on thin paper the size of the tile.</li> <li>• Place the paper on the tile and transfer the design by tracing over the picture with a sharp pencil.</li> </ul>	<p><b>CERAMICS</b></p> <ul style="list-style-type: none"> <li>• Display artwork</li> <li>• Discuss student’s ideas and artwork</li> <li>• Check list for observing and participating</li> <li>• Teacher and peer evaluation</li> <li>• Evaluate student’s creativity in ideas and end product</li> <li>• Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through use of a variety of artistic tools and media . Explore and experiment to create visual images through use of variety of concrete materials in environment.

**CROSS-CURRICULAR OUTCOMES**

CP1.b Examine information related to the problem/issue  
 CP1.c Suggest ways of dealing with the problem/issue  
 SP1.a Recognise the values associated with choices  
 SP2.a Take part in group activities      SP2.h Accept major decisions  
 SP2.b Express their opinions and feelings in a socially acceptable way.  
 SP2.g Help create consensus      SP3.a Assess their needs/interest  
 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>CERAMICS</b>  <b>Uses of clay</b></p> <ul style="list-style-type: none"> <li>• Plaster lamps</li> <li>• The pinch pot</li> <li>• Slab portfolio</li> <li>• Cylindrical form using slab</li> <li>• Coil pitcher</li> <li>• Masks</li> <li>• Beads</li> <li>• Sculpture</li> <li>• Tiles</li> </ul>	<p><b>CERAMICS</b></p> <ul style="list-style-type: none"> <li>• Fire clay in kiln if needed.</li> </ul> <p>2. Salt and Flour Figurines</p> <ul style="list-style-type: none"> <li>• Mix one cup of salt and one cup of flour with one tablespoon of alum to the consistency of putty, and add colour if desired. Pinch pots, animals and figures can be modeled from this mixture.</li> <li>• After these pieces have been dried and hardened, they may be shellacked for permanence.</li> </ul> <p>3. Paper Pulp Objects</p> <ul style="list-style-type: none"> <li>• Tear (do not cut) paper into small pieces no bigger than one-half inch square. Be sure the edges are ragged.</li> <li>• Place the torn paper in a container and cover with water, and stir to make sure all the paper becomes wet.</li> <li>• Add a teaspoon of salt to each quart of water to prevent spoilage. Allow to soak for at least 36 hours.</li> <li>• Mix and squeeze the mixture until it becomes pulp.</li> </ul>	<p><b>CERAMICS</b></p>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through use of a variety of artistic tools and media. Explore and experiment to create visual images through use of variety of concrete materials in environment.

**CROSS-CURRICULAR OUTCOMES**

- CP1.b Examine information related to the problem/issue
- CP1.c Suggest ways of dealing with the problem/issue
- SP1.a Recognise the values associated with choices
- SP2.a Take part in group activities      SP2.h Accept major decisions
- SP2.b Express their opinions and feelings in a socially acceptable way.
- SP2.g Help create consensus      SP3.a Assess their needs/interest
- SP3.b Assess progress in relation to achievement of goals and adjust goals or strategies as necessary

ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>CERAMICS</b></p>	<p>CERAMICS</p> <ul style="list-style-type: none"> <li>• Mix in wall paper glue or diluted paste in small amounts as needed.</li> <li>• Model the figurines.</li> <li>• Allow the objects to dry thoroughly.</li> <li>• Sandpaper the surface until smooth and then decorate.</li> <li>• If tempera paint is used for decorating then surface should be sprayed or painted with shellac for permanence.</li> </ul>	<p>CERAMICS</p>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: FIBER ART**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>CERAMICS</b></p> <ul style="list-style-type: none"> <li>• EL1.k Interpret and follow instructions/directions.</li> <li>• EL4.e Ask questions and give information.</li> <li>• ST8.a Understand the natural processes which support and maintain the environment.</li> <li>• SS2.c Understand how people use the natural resources of Belize.</li> <li>• SS4.c Understand some ways in which people in different regions of the world have adapted to their physical environment.</li>   <li>• EL4.a Express ideas and opinions.</li> <li>• ST5.a Understand some basic changes and uses of various forms of energy.</li> <li>• M2.a Understand the geometric properties of some common two - dimensional and three-dimensional shapes.</li> </ul>	<p><b>CERAMICS</b></p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Art and Craft Books</li> <li>• Magazine, postcard and calendar pictures</li> <li>• Recycled objects</li> <li>• Natural objects</li> <li>• Art examples</li> <li>• Internet resources</li> <li>• Artists</li> <li>• Resource personnel</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Local or commercial water based clay or clay-like materials.</li> <li>• Rolling pin</li> <li>• 2 flat straight edged sticks, one-half inch thick.</li> <li>• Damp cloth</li> <li>• Knife or scissors</li> <li>• Thin paper</li> <li>• Sharp pencil</li> <li>• Newspaper</li> <li>• Wallpaper paste or modelling paste</li> <li>• Salt</li> <li>• Containers</li> <li>• Flour</li> <li>• Alum</li> <li>• Food colouring or tempra</li> <li>• Shellac</li> <li>• Brush</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through artistic tools and media. Explore and experiment to create visual images through use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

- CP1.b Examine information related to the problem/issue
- SP2.a Take part in group activities
- SP2.b Express their opinions and feelings in a socially acceptable way.
- SP2.c Identify feelings
- SP2.f Help the group to achieve its goals
- SP2.h Accept major decisions

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>FIBER ART</b>  <b>Types of Fabric</b></p> <ul style="list-style-type: none"> <li>• dacron</li> <li>• polyester</li> <li>• cotton</li> <li>• silk</li> <li>• rayon</li> </ul> <p><b>Uses of Fabric</b></p> <ul style="list-style-type: none"> <li>• To create quilts</li> <li>• Pillow slips</li> <li>• Cloth flowers</li> <li>• Dolls</li> <li>• Plant hangers</li> <li>• Friendship bracelets</li> <li>• Wall hangings</li> <li>• Rugs</li> <li>• Pot holders</li> </ul>	<p>FIBER ART – EXAMPLES</p> <ol style="list-style-type: none"> <li>1. String Art           <ul style="list-style-type: none"> <li>• Make a light pencil drawing on a sheet of paper. Use coloured paper if white string is being used.</li> <li>• Coat the string with glue, then place it over the pencil lines as neatly as possible.</li> <li>• Note; If using yarn, it may be easier to trail the glue on the drawing and place the yarn on the glue.</li> </ul> </li> <li>2. Cloth Picture           <ul style="list-style-type: none"> <li>• When a design has been decided upon, the shape to be used in the picture may be cut out directly from the cloth or patterns can be made of cardboard.</li> <li>• Arrange the cut pieces of cloth on a cloth background of a different texture until satisfied.</li> <li>• Glue or stitch the pieces in place to complete the picture.</li> </ul> </li> </ol>	<p><b>FIBER ART</b></p> <ul style="list-style-type: none"> <li>• <b>Display artwork</b></li> <li>• <b>Discuss student’s ideas and artwork</b></li> <li>• <b>Check list for observing and participating</b></li> <li>• <b>Teacher and peer evaluation</b></li> <li>• <b>Evaluate student’s creativity in ideas and end product</b></li> <li>• <b>Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</b></li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through the use of artistic tools and media. Explore and experiment to create visual images through use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

- CP1.b Examine information related to the problem/issue
- SP2.a Take part in group activities
- SP2.b Express their opinions and feelings in a socially acceptable way.
- SP2.c Identify feelings
- SP2.f Help the group to achieve its goals
- SP2.h Accept major decisions

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>FIBER ART</b></p> <p><b>Type of stitches</b></p> <ul style="list-style-type: none"> <li>• running stitch</li> <li>• hemming stitch</li> <li>• back stitch</li> <li>• chain stitch</li> <li>• cross stitch</li> </ul>	<p><b>FIBER ART</b></p> <p>3. Woodblock and String Print on Cloth</p> <ul style="list-style-type: none"> <li>• Coat the entire length of string with paste or glue.</li> <li>• While the string is still wet with the paste or glue, wrap it around a small wooden block to form a design.</li> <li>• Place a small amount of tempera paint on a piece of scrap paper smooth it with a brush to an even consistency.</li> <li>• Choose the side of the string wrapped block with the most pleasing design and dip it in the film of paint, or merely apply the paint to the string with a brush.</li> <li>• Lift the block from the paint and press it against the cloth with some pressure. Several prints can be made before applying more paint. (It is suggested that the first impression be made on scrap paper each time to eliminate any excess paint.)</li> </ul>	<p>FIBER ART</p>



**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 3**

**UNIT/THEME: FIBER ART**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>FIBER ART</b></p> <p><b>EL1.k Interpret and follow instructions/directions.</b></p> <ul style="list-style-type: none"> <li>• EL2.d Follow instruction/directions.</li> <li>• ST7.a Understand the characteristics of living things, the main categories into which they can be grouped, and how these interrelate with the environment.</li> <li>• M2.a Understand the geometric properties of some common two-dimensional and three-dimensional shapes.</li> <li>• SS2.c Understand how people use the natural resources of Belize.</li> <li>• SL1.d Follow instructions and directions.</li> <li>• SL4.a Express thoughts and feelings using simple structures and vocabulary appropriate to audience.</li> <li>• ST5.a Understand some basic changes which different materials can undergo.</li> <li>• EL 2.e Interpret and respond appropriately to messages conveyed through visual images and tone of voice,</li> </ul>	<p><b>FIBER ART</b></p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Art and Craft Books</li> <li>• Magazine, postcard and calendar pictures</li> <li>• Recycled objects</li> <li>• Natural objects</li> <li>• Art examples</li> <li>• Internet resources</li> <li>• Artists</li> <li>• Resource personnel</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Background cloth</li> <li>• Cloth of different textures</li> <li>• Scissors</li> <li>• White glue or textile glue</li> <li>• Needle and thread</li> <li>• Small wooden blocks</li> <li>• String</li> <li>• Tempera, acrylic, latex or emulsion paint</li> <li>• Brushes</li> <li>• Scrap paper</li> <li>• Construction paper, bristol board or cardboard</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: DRAWING AND PAINTING**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through use of variety of artistic tools and media.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices
- SP2.c Identify feelings
- SP2.d Respond to feelings
- SP2.f Help the group to achieve its goals
- SP2.g Help to create consensus
- SP2.h Accept major decisions

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>DRAWING AND PAINTING</b></p> <p>Types of lines</p> <ul style="list-style-type: none"> <li>• Straight lines</li> <li>• Curved lines</li> <li>• Zig zag lines</li> <li>• Scalloped lines</li> <li>• Wavy lines</li> <li>• Crooked</li> <li>• Coiled</li> </ul> <p>Line Direction</p> <ul style="list-style-type: none"> <li>• Vertical</li> <li>• Horizontal</li> <li>• Diagonal</li> </ul>	<p><b>DRAWING AND PAINTING – EXAMPLES</b></p> <ol style="list-style-type: none"> <li>1. <b>Watercolour Wax Resist</b> <ul style="list-style-type: none"> <li>• Place a piece of wax paper over a piece of drawing paper.</li> <li>• Draw heavily on the wax paper with pencil or the wooden end of a brush. The pressure will transfer the wax to the drawing paper.</li> <li>• Remove the wax paper and paint over the drawing with very diluted watercolour paint. The lines drawn with the pencil will remain white.</li> <li>• Note; Drawing with a clear wax candle will also achieve the same results.</li> </ul> </li> <li>2. <b>Watercolour painting on Damp Paper</b> <ul style="list-style-type: none"> <li>• Soak the paper thoroughly in water.</li> <li>• Lay the wet paper on a clean desk top or drawing board and smooth out all the wrinkles.</li> <li>• Blot up any pools of water with a rag.</li> <li>• Paint directly on this damp paper. Make sure to</li> </ul> </li> </ol>	<p><b>DRAWING AND PAINTING</b></p> <ul style="list-style-type: none"> <li>• Display artwork</li> <li>• Discuss student’s ideas and artwork</li> <li>• Check list for observing and participating</li> <li>• Teacher and peer evaluation</li> <li>• Evaluate student’s creativity in ideas and end product</li> <li>• Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: DRAWING AND PAINTING**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices
- SP2.c Identify feelings
- SP2.d Respond to feelings
- SP2.f Help the group to achieve its goals
- SP2.g Help to create consensus
- SP2.h Accept major decisions

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
DRAWING AND PAINTING	<p><b>DRAWING AND PAINTING</b></p> <ul style="list-style-type: none"> <li>• use more pigment than water (slightly thick paint), for colours lose their brilliance when dry.</li> <li>• Paint the light colours first and apply all paint before the paper dries. After paint is applied avoid reworking.</li> <li>• Leave some areas unpainted to see the effect.</li> <li>• If necessary add details when the paper is dry.</li> <li>• Note; This may take several experiments before the students have satisfactory results. Clean the brush and the water in the container often.</li> </ul> <p><b>3. Crayon Resist Batik</b></p> <ul style="list-style-type: none"> <li>• Make a light pencil drawing on heavy brown paper.</li> <li>• Using the pencil lines as a guide, draw lines and shapes with crayons, allowing areas of the</li> </ul>	DRAWING AND PAINTING

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: DRAWING AND PAINTING**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

**Pupils should:**

- SP1.a Recognize the values associated with choices
- SP2.c Identify feelings
- SP2.d Respond to feelings
- SP2.f Help the group to achieve its goals
- SP2.g Help to create consensus
- SP2.h Accept major decisions

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
DRAWING AND PAINTING	<p><b>DRAWING AND PAINTING</b></p> <ul style="list-style-type: none"> <li>• paper to show through.</li> <li>• Dampen paper and crumple into a ball.</li> <li>• Paint the entire surface with water colour or diluted tempera paint. The paint will be absorbed by the paper that has no crayon and resisted by the wax crayon, creating a batik or web like pattern,</li> </ul>	DRAWING AND PAINTING

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: DRAWING AND PAINTING**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>DRAWING AND PAINTING</b></p> <ul style="list-style-type: none"> <li>• M2.a Understand the geometric properties of some common two-dimensional and three-dimensional</li> <li>• M2.b Understand how the position of two-dimensional shapes is affected by movement.</li> <li>• M4.a Make reasonable approximations based on relevant life experiences</li> <li>• M5.a Collect, analyze and present data using using charts, graphs, tables and diagrams.</li> <li>• SL3.a Demonstrate the ability to read using correct punctuation, intonation and enunciation.</li> <li>• EL1.k Interpret and follow instructions/directions</li> <li>• EL1.e Identify main ideas and supporting ideas</li> <li>• EL1.h Identify cause and effect relationships</li> <li>• EL4.f Express ideas and opinions</li> <li>• ST5.a Understand some basic changes which s\different materials can undergo</li> <li>• ST8.a Understand the natural process which support and maintain the environment</li> <li>• SL1.c Identify a sequence of events</li> <li>• EL1.j Make inferences and draw conclusions</li> <li>• SL4.a Express thoughts and feelings using simple structures and vocabulary appropriate to audience.</li> <li>• EL4.c Use appropriate language to share ideas, to convince and express feelings</li> <li>• SL4.b Ask questions for information and understanding</li> </ul>	<p><b>DRAWING AND PAINTING</b></p> <p>ResouRces;</p> <ul style="list-style-type: none"> <li>• Art and Craft Books</li> <li>• Magazine, postcard and calendar pictures</li> <li>• Recycled objects</li> <li>• Natural objects</li> <li>• Art examples</li> <li>• Internet resources</li> <li>• Artists</li> <li>• Resource personnel</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Crayons</li> <li>• Brown paper</li> <li>• Pencils</li> <li>• Watercolours</li> <li>• Brushes</li> <li>• Drawing paper</li> <li>• Containers</li> <li>• Blotting materials (rag, sponge, paper towels, etc)</li> <li>• Wax paper or candles</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: 3 DIMENSIONAL DESIGN**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through a variety of artistic tools and media.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices.
- SP2.b Choose between alternatives based on values.
- SP2.c Identify feelings.
- SP2.d Respond to feelings.
- SP2.f Help the group to achieve its goals.
- SP2.g Help to create consensus.
- SP2.h Accept major decisions.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>3 DIMENSIONAL DESIGN</b></p> <p>Uses;</p> <ul style="list-style-type: none"> <li>• baskets</li> <li>• bamboo or other wood chimes</li> <li>• picture puzzles</li> <li>• sculptures</li> <li>• furniture</li> <li>• musical instruments</li> <li>• toys</li> </ul> <p>Natural materials;</p> <ul style="list-style-type: none"> <li>• seeds</li> <li>• twigs</li> <li>• pine cones seed pods</li> <li>• stones</li> <li>• shells</li> <li>• sand</li> <li>• driftwood</li> </ul>	<p><b>3 DIMENSIONAL DESIGN – EXAMPLES</b></p> <ol style="list-style-type: none"> <li>1. <b>Natural Object Sculpture</b> <ul style="list-style-type: none"> <li>• Collect a number of natural objects of various sizes and colours.</li> <li>• Arrange several of these items to create a small piece of sculpture.</li> <li>• When satisfied with the creation, glue it together.</li> <li>• Paint or coloured paper can be added to enhance the sculpture.</li> <li>• Glue a piece of cloth felt to the bottom to prevent scratching.</li> </ul> </li> <li>2. <b>Paper Strip Picture</b> <ul style="list-style-type: none"> <li>• Cut coloured construction paper into <math>\frac{1}{4}</math> or <math>\frac{1}{2}</math> inch strip.</li> </ul> </li> </ol>	<p><b>3 DIMENSIONAL DESIGN</b></p> <ul style="list-style-type: none"> <li>• Display artwork</li> <li>• Discuss student’s ideas and artwork</li> <li>• Check list for observing and participating</li> <li>• Teacher and peer evaluation</li> <li>• Evaluate student’s creativity in ideas and end product</li> <li>• Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: 3 DIMENSIONAL DESIGN**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through the use of a variety of concrete materials in environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices.
- SP2.b Choose between alternatives based on values.
- SP2.c Identify feelings.
- SP2.d Respond to feelings.
- SP2.f Help the group to achieve its goals.
- SP2.g Help to create consensus.
- SP2.h Accept major decisions.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>3 DIMENSIONAL DESIGN</b></p> <p>Shapes;</p> <ul style="list-style-type: none"> <li>• oval</li> <li>• round</li> <li>• square</li> <li>• triangle</li> <li>• rectangle</li> <li>• star</li> <li>• leaf</li> <li>• coil</li> <li>• zig-zag</li> <li>• curved</li> </ul> <p>Recycled materials;</p> <ul style="list-style-type: none"> <li>• plastic</li> <li>• bottle caps</li> <li>• cardboard</li> <li>• paper</li> <li>• broken jewellery</li> <li>• buttons</li> <li>• cloth</li> <li>• marley scraps</li> </ul>	<p><b>3 DIMENSIONAL DESIGN</b></p> <ul style="list-style-type: none"> <li>• Form the strips into numerous shapes, fastening the ends together with paste or clear tape if necessary.</li> <li>• Choose a number of various shapes and place them on contrasting coloured paper to form a design or picture.</li> <li>• When satisfied with the arrangement and colours, place a small amount of paste or rubber cement on one edge of the form and fasten in place.</li> </ul> <p><b>3. Mosaic Plaster Plaque</b></p> <p>* Place a container which is to be used as a mold on a sheet of paper and trace around it with a pencil. This will provide the pictorial area of the same dimensions as the completed work, on which the preliminary drawing can be done.</p>	<p><b>3 DIMENSIONAL DESIGN</b></p>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: 3 DIMENSIONAL DESIGN**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices.
- SP2.b Choose between alternatives based on values.
- SP2.c Identify feelings.
- SP2.d Respond to feelings.
- SP2.f Help the group to achieve its goals.
- SP2.g Help to create consensus.
- SP2.h Accept major decisions.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
3 DIMENSIONAL DESIGN	<p><b>3 DIMENSIONAL DESIGN</b></p> <ul style="list-style-type: none"> <li>• Divide the subject matter in the drawing into interesting shapes which can easily be cut from the marley.</li> <li>• Transfer the various parts of the design to the marley of the desired colour and cut out with scissors.</li> <li>• Place a small spot of paste on the front of each piece and fasten it face down on the bottom of the cardboard mold to form an original design. Approximately one-eighth inch space should remain between the various shapes and the edge of the mold.</li> <li>• Mix the plaster as follows; Pour the desired amount of water in the mixing container. Add the paste to the water by sifting it through fingers or gently shaking it from a can or small cup. Continue adding the plaster to the water until the plaster builds up above the surface. Stir the plaster thoroughly with the hands until it is smooth and</li> </ul>	3 DIMENSIONAL DESIGN



**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: 3 DIMENSIONAL DESIGN**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices.
- SP2.b Choose between alternatives based on values.
- SP2.c Identify feelings.
- SP2.d Respond to feelings.
- SP2.f Help the group to achieve its goals.
- SP2.g Help to create consensus.
- SP2.h Accept major decisions.

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>3 DIMENSIONAL DESIGN</b></p>	<p><b>3 DIMENSIONAL DESIGN</b>                      making sure that any lumps of plaster are broken. Stir gently to avoid bubbles. Once the plaster is stirred do not add more water or plaster powder.</p> <ul style="list-style-type: none"> <li>• Pour the plaster into the mold and let harden.</li> <li>• Remove the cardboard from around the mold.</li> </ul>	<p>3 DIMENSIONAL DESIGN</p>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: 3 DIMENSIONAL DESIGN**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>3 DIMENSIONAL DESIGN</b></p> <ul style="list-style-type: none"> <li>• ST5.b Understand some sources and uses of various forms of energy.</li> <li>• M3.a Measure capacity, distance, weight and time using standard and non-standard measuring device</li> <li>• SL1.d Follow instructions and directions</li> <li>• M4.a Make reasonable approximations based on relevant life experiences.</li> <li>• ST8.a Understand the natural processes which support and maintain the environment</li> <li>• EL2.e Interpret and respond appropriately to messages conveyed through visual images and tone of voice.</li> <li>• ST8.b Know the basic components and the functions of simple machines in changing the speed or force of objects.</li> <li>• EL4.a Express ideas and opinions.</li> <li>• SL1.c Identify a sequence of events</li> <li>• ST7.a Understand the characteristics of living things, the main categories into which they can be grouped, and how these interrelate with the environment.</li> <li>• ST1.a Understand some of the changes in living things and their environment from prehistoric (life before human kind) to the present.</li> <li>• SL4.b Ask questions for information and understanding</li> <li>• EL1.j Make inferences and draw conclusions.</li> </ul>	<p><b>3 DIMENSIONAL DESIGN</b></p> <p>Resources;</p> <ul style="list-style-type: none"> <li>• Art and Craft Books</li> <li>• Magazine, postcard and calendar pictures</li> <li>• Recycled objects</li> <li>• Natural objects</li> <li>• Art examples</li> <li>• Internet resources</li> <li>• Artists</li> <li>• Resource personnel</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>small cardboard boxes</b></li> <li>• <b>scraps of different coloured marley or floor covering</b></li> <li>• <b>molding plaster</b></li> <li>• <b>mixing containers</b></li> <li>• <b>heavyduty scissors</b></li> <li>• <b>paste</b></li> <li>• <b>coloured construction paper</b></li> <li>• <b>bristol board</b></li> <li>• <b>clear tape</b></li> <li>• <b>natural materials</b></li> <li>• <b>paint brushes</b></li> <li>• <b>felt cloth</b></li> <li>• <b>spray shellac</b></li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: CERAMICS**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through use of a variety of artistic tools.

**CROSS-CURRICULAR OUTCOMES**

Pupils should: CP1.a, CP1.c

SP1.a Recognize the values associate with choices

SP1.b Choose between alternatives based on values

SP2.b Express their opinions and feelings in a socially acceptable way SP2.c Identify feelings

SP2.e Lead and follow where appropriate

SP2.d Respond to feelings

SP2.f Help the group to achieve its goals

SP2.g Help to create consensus SP2.h Accept major decisions

SP3.a Assess their needs/interests

SP3.b Assess progress in relation to achievement of goals and adjust goals and 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>CERAMICS</b></p> <ul style="list-style-type: none"> <li>Clay is a soft material that is easy to shape. There are different types of clay and clay-like materials.</li> </ul> <p>Uses;</p> <ul style="list-style-type: none"> <li>tiles</li> <li>bricks</li> <li>plaques</li> <li>figurines</li> <li>masks</li> </ul>	<p><b>CERAMICS – EXAMPLES</b></p> <ol style="list-style-type: none"> <li><b>Pinch Pot</b> <ul style="list-style-type: none"> <li>knead clay until it is of a workable consistency and the air bubbles have been removed.</li> <li>Roll a ball the size of a small orange.</li> <li>Hold the sphere in both hands. The thumbs should be free to press into the center to form a pot.</li> <li>Press the thumbs in gently and rotate the ball.</li> <li>Continue pressing with both fingers and thumbs until the ball is hollow and the sides are of</li> </ul> </li> </ol>	<p><b>CERAMICS</b></p> <ul style="list-style-type: none"> <li>Display artwork</li> <li>Discuss student’s ideas and artwork</li> <li>Check list for observing and participating</li> <li>Teacher and peer evaluation</li> <li>Evaluate student’s creativity in ideas and end product</li> <li>Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: CERAMICS**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through use of a variety of artistic tools.

**CROSS-CURRICULAR OUTCOMES**

Pupils should: CP1.a, CP1.c

SP1.a Recognize the values associate with choices

SP1.b Choose between alternatives based on values

SP2.b Express their opinions and feelings in a socially acceptable way

SP2.c Identify feelings SP2.e Lead and follow where appropriate

SP2.d Respond to feelings

SP2.f Help the group to achieve its goals

SP2.g Help to create consensus SP2.h Accept major decisions

SP3.a Assess their needs/interests

SP3.b Assess progress in relation to achievement of goals and adjust goals and strategies as necessary

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
CERAMICS	<p><b>CERAMICS</b></p> <p>uniform thickness. Cracks may appear if the clay is too dry or pressed into shape too quickly or too forcefully.</p> <ul style="list-style-type: none"> <li>• To flatten the bottom of the pot, hold it gently between the fingers with both hands and tap it lightly on the table top.</li> <li>• Allow to air dry slowly.</li> <li>• Fire clay in kiln if needed.</li> </ul>	CERAMICS

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: CERAMICS**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through use of a variety of artistic tools.

**CROSS-CURRICULAR OUTCOMES**

Pupils should: CP1.a, CP1.c

SP1.a Recognize the values associated with choices

SP1.b Choose between alternatives based on values

SP2.b Express their opinions and feelings in a socially acceptable way

SP2.c Identify feelings SP2.e Lead and follow where appropriate

SP2.d Respond to feelings

SP2.f Help the group to achieve its goals

SP2.g Help to create consensus SP2.h Accept major decisions

SP3.a Assess their needs/interests  
SP3.b Assess progress in relation to achievement of goals and adjust goals and strategies as necessary

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
CERAMICS	<p><b>CERAMICS</b></p> <p>2. Sawdust-clay objects</p> <ul style="list-style-type: none"> <li>• mix the sawdust and paste until mixture is consistency of clay.</li> <li>• Form the desired shape with the hands. An inner wire is needed for large forms.</li> <li>• When the object is dry , it can be painted with tempera paints.</li> <li>• A clear shellac will preserve the finish.</li> </ul> <p>3. Clay or Clay-like Masks</p> <ul style="list-style-type: none"> <li>• Use the above methods to create a mask.</li> </ul>	CERAMICS

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL—ARTS/CRAFT)**

**STANDARD 4**

**UNIT/THEME: CERAMICS**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>CERAMICS</b></p> <ul style="list-style-type: none"> <li>• SL1.b Identify main ideas and supporting details</li> <li>• SL1.d Follow instructions and directions</li> <li>• SL4.a Express thoughts and feelings using simple structures and vocabulary appropriate to audience</li> <li>• SL4.c Use correct pronunciation, appropriate intonation and stress.</li> <li>• EL2.c Predict what will happen in a sequence of events</li> <li>• EL2.d Follow instructions and directions</li> <li>• EL2.e Interpret and respond appropriately to messages conveyed through visual images and tone of voice</li> <li>• EL3.h Apply the “writing process” to their work</li> <li>• EL1.k Interpret and follow instructions/directions</li> <li>• ST5.a Understand some basic changes which different materials can undergo</li> <li>• ST8.a Understand the natural processes which support and maintain the environment</li> <li>• M2.a Understand the properties of some common two dimensional and three dimensional shapes</li> <li>• M2.b Understand how the position to two-dimensional shapes is affected by movements</li> <li>• M4.a Make reasonable approximations based on relevant life experiences</li> <li>• M5.a Collect, analyze and present data using charts, graphs, tables and diagrams.</li> </ul>	<p><b>CERAMICS</b></p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Art and Craft Books</li> <li>• Magazine, postcard and calendar pictures</li> <li>• Recycled objects</li> <li>• Natural objects</li> <li>• Art examples</li> <li>• Internet resources</li> <li>• Artists</li> <li>• Resource personnel</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Sawdust</li> <li>• Wheat paste</li> <li>• Brush</li> <li>• Tempera paint</li> <li>• Local or commercial water base clay or claylike materials</li> <li>• Rolling pin</li> <li>• Cloth</li> <li>• Knife</li> <li>• Two flat sticks, one-half inch thick</li> <li>• Paper, pencil, and scissors</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL ARTS—ARTS/CRAFT)  
STANDARD 4**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through a variety of artistic tools and media.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices
- SP2.b Express their opinions and feelings in a socially acceptable way.
- SP2.c Identify feelings
- SP2.d Respond to feelings
- SP2.f Help the group to achieve its goals
- SP2.g Help to create consensus
- SP2.h Accept major decisions
- 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>FIBER ART</b></p> <p>1. <b>History of Cotton</b></p> <ul style="list-style-type: none"> <li>• Collection of cotton materials</li> <li>• Quilting using cotton materials</li> </ul> <p><b>CREATE</b></p> <p><b>"Cotton Sampler" which project has sample of different cotton material</b></p>	<p><b>FIBER ART</b></p> <p>1. <b>History of Cotton</b></p> <ul style="list-style-type: none"> <li>• Teachers reads to pupils about slavery and harvesting of cotton</li> <li>◆ Or</li> <li>• Pupils watch a cotton picking slave movie on video cassette</li> <li>• Identify location of cotton trees in area</li> </ul>	<p><b>FIBER ART</b></p> <ul style="list-style-type: none"> <li>• Display artwork</li> <li>• Discuss student's ideas and artwork</li> <li>• Check list for observing and participating</li> <li>• Teacher and peer evaluation</li> <li>• Evaluate student's creativity in ideas and end product</li> <li>• Evaluate neatness, expression, planning, originality, relevance to theme, explanations.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL ARTS—ARTS/CRAFT)  
STANDARD 4**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices
- SP2.b Express their opinions and feelings in a socially acceptable way.
- SP2.c Identify feelings
- SP2.d Respond to feelings
- SP2.f Help the group to achieve its goals
- SP2.g Help to create consensus
- SP2.h Accept major decisions
- 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>FIBER ART</b></p> <p><b>2. Types of Fabric</b></p> <ul style="list-style-type: none"> <li>• Cotton</li> <li>• Rayon</li> <li>• Silk</li> <li>• Polyester</li> <li>• Dacron</li> </ul> <p><b>CREATE</b></p> <ul style="list-style-type: none"> <li>• Puppets</li> <li>• Kitchen mittens</li> <li>• Stuff toy</li> </ul>	<p><b>FIBER ART</b></p> <p><b>2. Types of Fabric</b></p> <ul style="list-style-type: none"> <li>• Oral discussion about fabric</li> <li>• Discussion on types of fabric children are familiar with.</li> <li>• Teacher presents various types of fabrics and ask pupils to name them, eg. brown cotton, dacron, rayon, polyester etc.</li> <li>• Identify patterns of fabric and their origin</li> <li>• Pupils separate fabric according to texture and composition.</li> <li>• Pupils make a floor mat out of pieces of fabric.</li> </ul>	<p><b>FIBER ART</b></p>



**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL ARTS—ARTS/CRAFT)  
STANDARD 4**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices
- SP2.b Express their opinions and feelings in a socially acceptable way.
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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>FIBER ART</b></p> <p><b>3. Hand sewing of fabric</b> The seven basic stitches are:</p> <ul style="list-style-type: none"> <li>• Running stitch</li> <li>• Back stitch</li> <li>• Hemming stitch</li> <li>• Overcast stitch</li> <li>• Satin stitch</li> <li>• Chain stitch</li> <li>• Lazy daisy stitch</li> </ul>	<p><b>FIBER ART</b></p> <p><b>3. Hand sewing of fabric</b></p> <ul style="list-style-type: none"> <li>• Finished sample of various stitches will be displayed and explained how each is done. (Demonstration following)</li> <li>• Teacher explains how to use certain stitches eg. Hemming - hemming stitches, base stitches etc.</li> <li>• Pupils sew a patten out of various stitches eg. Bordering a piece of fabric</li> </ul>	<p><b>FIBER ART</b></p>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL ARTS—ARTS/CRAFT)  
STANDARD 4**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices
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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>FIBER ART</b>  <b>4. How embroidery is done and materials used</b></p> <ul style="list-style-type: none"> <li>• Embroider piece of art with decorative stitches</li> <li>• A crewel is a short needle with log eye and is used for embroidery</li> </ul>	<p><b>FIBER ART</b>  <b>4. How embroidery is done and materials used</b></p> <ul style="list-style-type: none"> <li>• Teacher explains what is embroidery and how it is done.</li> <li>• Pupils examine finished embroidery work.</li> <li>• Pupils list things that can be embroidered eg. Table cloth, baby sheet, handkerchief, pillowcase, etc.</li> <li>• Teacher allow pupils to do an embroidery work with materials available marking thread, cloth with design already drawn, needle.</li> </ul>	<p><b>FIBER ART</b></p>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL ARTS—ARTS/CRAFT)  
STANDARD 4**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices
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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>FIBER ART</b> <b>5. Tye-dying</b></p> <p>Tye-dying is a special way of dying cloth to get patterns and designs. Things that can be tye-dyed</p> <ul style="list-style-type: none"> <li>• T-shirts</li> <li>• Scarves</li> <li>• Tablecloth</li> <li>• Napkins</li> <li>• Place mats</li> <li>• Wall hangings</li> </ul>	<p><b>FIBER ART</b> <b>5. How tye-dying is done</b></p> <ul style="list-style-type: none"> <li>• Teacher displays finished art work</li> <li>• Teacher explains to pupils how tye-dye is done</li> <li>• Teacher elicits from pupils what all can be tye-dyed.</li> <li>• Teacher displays materials used for tye-dying eg. Natural dyes - such as logwood and annato, stones or seeds, rope, clothes, dye of different colours.</li> </ul>	<p><b>FIBER ART</b></p>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL ARTS—ARTS/CRAFT)  
STANDARD 4**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices
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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>FIBER ART</b> <b>Skills</b></p> <ul style="list-style-type: none"> <li>• Manipulating, create,</li> <li>• Construct, compare</li> <li>• ask questions,</li> <li>• Observing, collecting</li> <li>• Investigate, sort</li> <li>• Follow instruction</li> <li>• Classify, express</li> <li>• Communicate</li> <li>• Interpret, experiment</li> <li>• Listening, exploring</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Sharing cooperation</li> <li>• Cultural awareness</li> <li>• Appreciation</li> <li>• Self expression</li> <li>• Enjoyment</li> </ul>	<p><b>FIBER ART</b></p> <ul style="list-style-type: none"> <li>• Teacher explains how tye dye is done and that design depends on individuals.</li> <li>• Pupils tye-dye as much of their white T-shirts</li> <li>• Pupils tye-dye parent's shirt as a birthday or anniversary gift etc. (nearest memorable event to partents at that time)</li> <li>• Display of product during open days</li> </ul>	<p><b>FIBER ART</b></p>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL ARTS—ARTS/CRAFT)  
STANDARD 4**

**UNIT/THEME: FIBER ART**

**AREA OF STUDY OUTCOMES**

Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.

**CROSS-CURRICULAR OUTCOMES**

Pupils should:

- SP1.a Recognize the values associated with choices
- SP2.b Express their opinions and feelings in a socially acceptable way.
- SP2.c Identify feelings
- SP2.d Respond to feelings
- SP2.f Help the group to achieve its goals
- SP2.g Help to create consensus
- SP2.h Accept major decisions
- 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>FIBER ART</b> <b>6. Marketing of Goods</b></p>	<p><b>FIBER ART</b> <b>6. Marketing of Goods</b></p> <ul style="list-style-type: none"> <li>• Teacher speaks of the importance of marketing goods and mass production depending on demand.</li> <li>• Field visit to tourist attractions, hotel, guest house, gift shop to negotiate for themselves with proprietors to market their goods.</li> <li>• Teacher advises pupils on the importance of saving from the sale of products.</li> </ul>	<p><b>FIBER ART</b></p>

**AREA OF STUDY: EXPRESSIVE ARTS (VISUAL ARTS—ARTS/CRAFT)  
STANDARD 4**

**UNIT/THEME: FIBER ART**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>FIBER ART</b></p> <p><b>1. History of cotton</b></p> <ul style="list-style-type: none"> <li>• M5.a Collect, analyze and present data using charts, graphs, tables and diagrams</li> <li>• SL1.c Identify a sequence of events</li> <li>• EL1.k Interpret and follow instructions/directions</li> <li>• EL1.i Identify a sequence of events</li> <li>• EL2.e Interpret and respond appropriately to messages conveyed through visual images and tone of voice.</li> <li>• EL4.c Use appropriate language to share ideas, to convince and express feelings</li> <li>• EL4.e Ask questions and give information</li> <li>• EL1.j Make inferences and draw conclusions.</li> <li>• ST5.a Understand some basic changes which different materials can undergo</li> <li>• ST8.b Understand the need for protection, care and responsible use of the environment</li> </ul> <p><b>2. Types of fabrics</b></p> <ul style="list-style-type: none"> <li>• SL1.b Identify main ideas and supporting details</li> <li>• EL1.d Use context clues to interpret a selection.</li> <li>• EL3.d Produce work that is legible and acceptable.</li> <li>• EL3.e Demonstrate the ability to use a variety of words and phrases to express thoughts and feelings</li> </ul> <p><b>3. Sewing of fabrics</b></p> <ul style="list-style-type: none"> <li>• SL1.d Follow instructions and directions EL1.k</li> </ul> <p><b>4. How embroidery is done</b></p> <ul style="list-style-type: none"> <li>• SL1.c, EL1.k</li> </ul> <p><b>5. How tie-dyeing is done</b></p> <ul style="list-style-type: none"> <li>• SL1.c, EL1.k</li> </ul> <p><b>6. Marketing of goods</b></p> <ul style="list-style-type: none"> <li>• SL4.b Ask questions for information and understanding, EL4.c</li> </ul>	<p><b>FIBER ART</b></p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Art and Craft Books</li> <li>• Magazine, postcard and calendar pictures</li> <li>• Recycled objects</li> <li>• Natural objects</li> <li>• Art examples</li> <li>• Internet resources</li> <li>• Artists</li> <li>• Resource personnel</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Samples of decorative flags</li> <li>• 12" x 16" shop paper</li> <li>• 12" x 16" cloth pieces for each student</li> <li>• Fabric paint</li> <li>• Glue (white or textile glue)</li> <li>• Colour burlap or cotton</li> <li>• Assorted colours and sizes of yarn</li> <li>• Tapestry needle or embroidery</li> <li>• Applique cloth</li> <li>• Background cloth</li> <li>• Large blunt needles</li> <li>• Thread, raffia or string for stitching</li> <li>• Scissors</li> </ul>

**STANDARD 2**

**THEME: SINGING AND SONGS**

**AREA OF STUDY OUTCOMES:**

- EA1.a Sing rounds.
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4.
- EA1.c Identify and produce sounds from a variety of instrument types.
- EA1.d Sing at sight notes on a scale-wise fashion.

**CROSS-CURRICULAR OUTCOMES**

- 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 progresses 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 6 WEEKS RHYTHM INSTRUMENTS</b>  <b>STRING FAMILY:</b> guitar, violin, viola.  <b>PERCUSSION FAMILY:</b> drum, tambourine  <b>WIND FAMILY:</b> recorder  <b>KEYBOARD</b></p> <p><b>HOW INSTRUMENTS PRODUCE TONES/SOUNDS</b>  <b>STRINGS:</b> (I) Produce tones when player makes one or more strings vibrate by drawing a bow back and forth.                      (II) Produce tones by plucking the strings with fingers or a pick.  <b>PERCUSSIONS:</b> (I) Produce sounds by shaking them or hitting them.                      (II) Produce sounds by pressing the lips against the mouthpiece and blowing into or through a tube.</p>	<ul style="list-style-type: none"> <li>• Have children create music by using sounds from materials normally found in a classroom..</li> <li>• Have children create music using any combination of sounds.</li> <li>• Have children view a variety of instruments.</li> <li>• Invite resource persons to play a variety of musical instruments.</li> <li>• Have children observe how instruments are played.</li> <li>• Have children observe the proper means of holding the instrument while playing.</li> <li>• Have children observe how a tone is produced on an instrument.</li> <li>• Have children conduct a research how an instrument produces sounds.</li> <li>• Group activity to produce a combination of sounds.</li> <li>• Have children collect, identify and classify instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• When shown pictures of musical instruments the child will classify them as belonging to the strings, woodwind or percussion family.</li> <li>• Observe and record child's reaction to musical activities.</li> <li>• Evaluate child's participation.</li> <li>• Have children listen to recordings and classify sound.</li> <li>• Have children label available instruments.</li> <li>• Associate cultural instruments with ethnic groups.</li> </ul>

**STANDARD 2**

**THEME: SINGING AND SONGS**

**AREA OF STUDY OUTCOMES:**

- EA1.a Sing rounds.
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- EA1.c Identify and produce sounds from a variety of instrument types.
- EA1.d Sing at sight notes on a scale-wise fashion.

**CROSS-CURRICULAR OUTCOMES**

- 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 progresses 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>BELIZEAN CULTURAL INSTRUMENTS</b> mouth-organ, accordion, drums, harp, marimba, jawbone, grater and fork, guitar, banjo.</p> <p><b>INSTRUMENTS ASSOCIATED WITH ETHNIC GROUP</b> marimba (Mestizo), harp (Mayan), drums (Garifuna), Creole (Accordian)</p>	<ul style="list-style-type: none"> <li>• Discuss instruments as it relates to culture.</li> <li>• Use instruments as accompaniments to songs, poems, rhymes/jingles.</li> </ul>	



**STANDARD 2**

**THEME: SINGING AND SONGS**

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- EA1.a Sing rounds**
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4**
- EA1.c Identify and produce sounds from a variety of instrument types**
- EA1.d Sing at notes on a scale - wise fashion**

**CROSS-CURRICULAR OUTCOMES**

- 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 achievements of goals and adjust goals or strategies as necessary**

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<ul style="list-style-type: none"> <li>• <b>H4.a</b> Engage in physical activities that promote interpersonal skills and mental and physical well being.</li> <li>• <b>SS5.b</b> Understand how the different ethnic groups organize themselves.</li> <li>• <b>M5.a</b> Collect, analyze and present data using charts, graphs, tables and diagrams.</li> <li>• <b>EL4.g</b> Use body language and gestures appropriate to speech.</li> <li>• <b>EL4.k</b> Interpret and follow instructions/directions (rhythmic patterns).</li> <li>• <b>EA1.f</b> Use rhythmic body movements to express feelings and emotions ( incorporates as movement “Physical Education.</li> <li>• <b>SS5.b</b> Understand how the different ethnic groups organize themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Instruments</li> <li>• Audio/visual</li> <li>• Cultural Instruments</li> <li>• Charts</li> <li>• Educational toy instruments</li> </ul>

**STANDARD 2**

**THEME: SINGING AND SONGS**

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- EA1.c Identify and produce sounds from a variety of instrument types.
- EA1.d Sing at sight notes on a scale-wise fashion

**CROSS-CURRICULAR OUTCOMES**

- SP2.a Take part in group activities
- SP2.c Identify feelings
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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>MELODY RECOMMENDED TIME 6 WEEKS</b></p> <p><b>SINGING SKILLS</b></p> <ul style="list-style-type: none"> <li>A. Breathing exercise.</li> <li>B. Vocal exercise using vowels a,e,i,o,u</li> <li>C. Good posture: shoulders back, body upright etc.</li> </ul> <p><b>DICTION</b></p> <ul style="list-style-type: none"> <li>• Use rhymes and jingles</li> <li>• Use tongue twisters</li> <li>• Use words of songs, poems etc</li> </ul> <p><b>EXPRESSION</b></p> <ul style="list-style-type: none"> <li>A. Movement to music</li> <li>B. Natural physical responses: facial expression, snapping fingers etc</li> </ul> <p><b>SIGHT SINGING</b></p> <ul style="list-style-type: none"> <li>A. Ascending and descending scale</li> <li>B. Notated rhythmic patterns</li> <li>C. Sing from a given pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Have children perform breathing exercise eg. breathing in and out, releasing breath slowly etc.</li> <li>• Have children say vowels repeatedly.</li> <li>• Have children exhibit proper singing posture.</li> <li>• Sing familiar melodies.</li> <li>• Have children say rhymes, tongue twisters etc with correct stress.</li> <li>• Have children create movements to beat or pulse of a song or piece of music.</li> <li>• Sing at sight notes using a modulator ascending and descending scales from a given pitch.</li> <li>• Have children perform notated rhythmic patterns.</li> <li>• Group singing.</li> <li>• Have children sing different types of songs depicting celebration.</li> <li>• Have children listen to songs and say what form or type they are AA, AB etc</li> </ul>	<ul style="list-style-type: none"> <li>• .Describe the movement or mood of a melody.</li> <li>• Have children sing back a given phrase.</li> <li>• Create words for a familiar melody and evaluate based on how words fit with the rhythm of the song.</li> <li>• Upon hearing a song a child will identify the form "AA" "AB" "ECHO" ROUND.</li> <li>• Record child's reaction to musical activities- review and record from time to time</li> <li>• Match his/her voice to a given pitch.</li> <li>• When one group sings PART1 of around, the child sings PART2 with another group. Evaluate performance.</li> <li>• Have children evaluate their own recorded performances.</li> <li>• Have child lead in a round.</li> <li>• Have child conduct a round.</li> </ul>

**STANDARD 2**

**THEME: SINGING AND SONGS**

**AREA OF STUDY OUTCOMES:**

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- EA1.c Identify and produce sounds from a variety of instrument types.
- EA1.d Sing at sight notes on a scale-wise fashion.

**CROSS-CURRICULAR OUTCOMES**

- 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 progresses 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>FORMS:types of songs.</b></p> <ol style="list-style-type: none"> <li>1. AA: verse, eg. HOMELAND BY THE SEA, HAPPY BRITHDAY, JOY TO THE WORLD.</li> <li>2. AB: verse, chorus: TRIBUTE TO THE BAYMEN, NATIONAL ANTHEM.</li> <li>3. ECHO: SHE'LL BE COMING ROUND THE MOUNTAIN, BANANA SONG.</li> <li>4. ROUND: Phrase and Group Singing Row, Row, Row Your Boat THREE BLIND MICE / REJOICE IN THE LORD. P.S. Sing songs, pertinent to ethnic group, Spanish, Maya, Garifuna, Creole etc.</li> </ol>	<ul style="list-style-type: none"> <li>• Group singing phrases in rounds.</li> <li>• Have child sing in Group1 and then in Group2.</li> <li>• Have child lead.</li> <li>• Sing to an accompanying Instrument (string or percussion, keyboard).</li> </ul>	

**STANDARD 2**

**THEME: SINGING AND SONGS**

**AREA OF STUDY OUTCOMES**

- EA1.a Sing rounds
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4
- EA1.c Identify and produce sounds from variety of instrument types
- EA1.d Sing at sight notes on a scale - wise fashion

**CROSS-CURRICULAR OUTCOMES**

- SP2.a Take part in group activities
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LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<ul style="list-style-type: none"> <li>• EL1.b Apply phonetic clues to discriminate between words.</li> <li>• EL1.k Interpret and follow instructions/directions.</li> <li>• EL4.b Use the correct pronunciation and appropriate intonation and stress.</li> <li>• EL4.g Use body language and gestures appropriate to speech.</li> <li>• M3.e Add, subtract, multiply fractions to solve problems.</li> <li>• M5.a Collect, analyze and present data using charts, graphs, tables and diagrams.</li> <li>• SS5.b Understand how the different ethnic groups organize themselves.</li> <li>• EA1.f Use rhythmic body movements to express feeling and emotions ( incorporated as 'movement' Physical Education.</li> <li>• H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Recordings</li> <li>• Audio/visuals</li> <li>• Modulator</li> <li>• Instruments</li> <li>• Sound sources sticks, tins etc</li> <li>• Educational toys</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 2**

**UNIT/THEME: RHYTHM**

**AREA OF STUDY OUTCOMES:**

- EA1.a Sing rounds.
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4.
- EA1.c Identify and produce sounds from a variety of instrument types.
- EA1.d Sing at sight notes on a scale

**CROSS-CURRICULAR OUTCOMES**

- 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
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- SP3.b Assess progresses 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 6 WEEKS</b>  <b>RHYTHM</b>  <b>I. BEATS IN MUSIC</b>                      A. Steady/getting slower.                      B. Use recordings of different music to recognize and identify beat eg. hymns/carols/folksongs/punta/punta rock/salsa/Mayan music etc.  <b>C.</b> Movement to beat in music eg. clapping dancing etc.  <b>II. DYNAMICS</b>                      loud, soft, softer, louder  <b>III. THE USE OF NON-MUSICAL SYMBOLS TO ILLUSTRATE BEAT IN MUSIC eg.</b>                      1/2/3, 1/2/3 or loud/soft/loud/soft.  <b>IV IDENTIFICATION OF THE PRIMARY OR ACCENTED BEAT.</b>                      1/2/3, 1/2/3 A/B/C loud/soft/softer AS THE BEGINNING OF A NEW MEASURE</p>	<ul style="list-style-type: none"> <li>• Have children listen to recordings of various music and have them listen for the beat.</li> <li>• Have children describe the beat as steady, getting faster etc.</li> <li>• Have children move to the beat (clap, snap etc).</li> <li>• Have children use classroom sound sources, pencils, ruler etc to respond to beat.</li> <li>• Have children use non-musical symbols to illustrate the number of beats and the rhythmic pattern.</li> <li>• Have children recognize and identify the primary beat as that which begins the series of activities.</li> <li>• Teacher will explain what a “meter” and measure is and illustrate.</li> <li>• Have children create rhythmic patterns using available sound sources and instruments if available; provide enough practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the following rhythmic symbols in terms of their beats.</li> <li>• Have a child listen to the recording of a piece of music and then clap, tap or rotate the rhythm: Evaluate response.</li> <li>• The child plays a part of his composition and plays on an instrument accenting the primary beat by using dynamics: Evaluate performance.</li> <li>• Have children indicate the time signature for rhythmic patterns.</li> <li>• The child will complete a rhythmic pattern and teacher will evaluate the application of the knowledge of musical symbols, notes, and note values.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 2**

**UNIT/THEME: RHYTHM**

**AREA OF STUDY OUTCOMES**

- EA1.a Sing rounds
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4
- EA1.c Identify and produce sounds from a variety of instrument types
- EA1.d Sing at notes on a scale- wise fashion

**CROSS-CURRICULAR OUTCOMES**

- 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 achievements 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>IV. METER OF 2 AND 3</b></p> <ul style="list-style-type: none"> <li>A. Meter: patterns of beat per measure.</li> <li>B. Measure is used to divide rhythmic patterns.</li> <li>C. Physical Movement: Marching, Garifuna Hungugu 1 2 12 12, clap snap, stamp clap etc. 1 2 3: swaying, waltzing, etc.</li> </ul> <p><b>V. THE USE OF TEMPO/DYNAMIC/ PRIMARY BEAT TO CREATE RHYTHMIC PATTERNS USING AVAILABLE SOUND SOURCES OR INSTRUMENT TYPES.</b></p> <p><b>VI. MUSICAL SYMBOLS: STAFF/WHOLE NOTES/HALF NOTES/MEASURE/TIME SIGNATURE 2 3 4 4.</b></p> <p><b>VII. NOTATE RYTHMIC PATTERNS/ INTERPRET RYTHMIC PATTERNS.</b></p>	<ul style="list-style-type: none"> <li>• Have children create rhythmic patterns using available sound sources and instruments if available; provide enough practice.</li> <li>• Group activity music notation/interpretation/performance.</li> </ul>	

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 2**

**UNIT/THEME: RHYTHM**

**AREA OF STUDY OUTCOMES**

- EA1.a Sing rounds
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4
- EA1.c Identify and produce sounds from a variety of instrument types
- EA1.d Sing at notes on a scale wise fashion

**CROSS-CURRICULAR OUTCOMES**

- 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 achievements of goals and adjust goals or strategies as necessary

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<ul style="list-style-type: none"> <li>• EA1.f Use rhythmic body movements to express feelings and emotions (in incorporated as movement in “Physical Education).</li> <li>• H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.</li> <li>• EL1.k Interpret and follow instructions/directions.</li> <li>• EL1.b Apply phonetic clues to discriminate between words.</li> <li>• EL4.g Use body language and gestures appropriate to speech.</li> <li>• EL2.e Interpret and respond appropriately to messages conveyed through usual images and tone of voice.</li> <li>• EL1.h Identify cause and effect relationship.</li> <li>• EA1.a Sing rounds.</li> <li>• EA1.b Identify and produce rhythmic patterns of meters 2,3,4</li> <li>• EA1.c Identify and produce sounds from a variety of instrument types.</li> <li>• EL4.a Express thoughts and feelings using simple structures and vocabulary appropriate to audience.</li> <li>• EL1.j Make inferences and draw conclusions.</li> <li>• SS5.b Understand how the different ethnic groups organize themselves.</li> <li>• SL4.c Use correct pronunciation, appropriate intonation and stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Charts of rhythmic patterns/clef signs/treble/notes/staff</li> <li>• Instruments</li> <li>• Audio/visual</li> <li>• Classroom Instruments</li> <li>• Sound sources</li> <li>• Tape recorder/cassettes</li> <li>• Resource person</li> <li>• Reference books on music</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 3**

**UNIT/THEME: RHYTHM INSTRUMENTS**

**AREA OF STUDY OUTCOMES:**

- EA1.a** Sing rounds.
- EA1.b** Identify and produce rhythmic patterns in meters of 2,3,4.
- EA1.c** Identify and produce sounds from a variety of instrument types.
- EA1.d** Sing at sight notes in a scale

**CROSS-CURRICULAR OUTCOMES**

- 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 progresses 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 6 WEEKS RHYTHM INSTRUMENTS</b>  <b>STRING FAMILY:</b> guitar, violin, viola.  <b>PERCUSSION FAMILY:</b> drum, tambourine  <b>WIND FAMILY:</b> flute, recorder  <b>KEYBOARD:</b> piano, organ</p> <p><b>HOW INSTRUMENTS PRODUCE TONES/SOUNDS</b>  <b>STRINGS: A).</b> Produce tones when player makes one or more strings vibrate by drawing a bow back and forth.  <b>B).</b> Produce tones by plucking the strings with fingers or a pick.  <b>PERCUSSIONS:</b> Produce sounds by shaking them or hitting them.  <b>WINDS: A).</b> Produce sounds by pressing the lips against the mouthpiece and blowing into or through a tube.  <b>B).</b> Produce sounds by pressing lips against the mouth piece.</p>	<ul style="list-style-type: none"> <li>• Have children create music by using combination of sounds sources available: eg. finger snapping etc.</li> <li>• Have children listen to and discuss a variety of sounds.</li> <li>• Provide opportunity for children to view a variety of instruments.</li> <li>• Invite resource persons to play a variety of instruments.</li> <li>• Have children observe how instruments are played.</li> <li>• Have children observe how a tone is produced on an instrument.</li> <li>• Have children research how different sounds are produced.</li> <li>• Provide opportunity for children to manipulate instruments if available.</li> <li>• Group activity to produce sounds from available sound sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate child's reaction to musical activities (mood, physical movement, attitude)</li> <li>• Evaluate child's participation.</li> <li>• Have children draw / label / classify / instruments.</li> <li>• Have children demonstrate a tempo/dynamic or rhythmic change.</li> <li>• Observe how child plays music.</li> <li>• Observe child's contribution in group activities.</li> <li>• Describe instruments.</li> <li>• Explain steps in making a home made instrument.</li> </ul>



**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 3**

**UNIT/THEME: RHYTHM INSTRUMENTS**

**AREA OF STUDY OUTCOMES**

- EA1.a Sing rounds
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4
- EA1.c Identify and produce sounds from a variety of music types
- EA1.d Sing at sight - notes on a scale - wise fashion

**CROSS-CURRICULAR OUTCOMES**

- 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 achievements 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>USE INSTRUMENTS TO DEMONSTRATE</b></p> <ul style="list-style-type: none"> <li>D. <b>TEMPO</b> fast/slow.</li> <li>E. <b>DYNAMICS</b> loud/soft.</li> <li>F. <b>RHYTHMIC PATTERNS METERS</b> 2,3,4</li> <li>G. <b>ACCOMPANIMENTS</b></li> </ul> <p><b>CONSTRUCT A SIMPLE STRING OR PERCUSSION INSTRUMENT</b></p> <p><b>INSTRUMENTS ASSOCIATED WITH ETHNIC GROUPS.</b></p>	<ul style="list-style-type: none"> <li>• Have children demonstrate a dynamic change using voice ,body percussion or locally/homemade instrument.</li> <li>• Have children study, demonstrate tempo or tempo change on available sound sources.</li> <li>• Use instruments as accompaniments to songs, poems, rhymes and jingles etc.</li> <li>• Construct a simple guitar or a percussion instrument.</li> <li>• Group activity sound concert.</li> </ul>	

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 3**

**UNIT/THEME: RHYTHM INSTRUMENTS**

**AREA OF STUDY OUTCOMES**

- EA1.a Sing rounds**
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4**
- EA1.c Identify and produce sounds from a variety of music types**
- EA1.d Sing at sight - notes in a scale**

**CROSS-CURRICULAR OUTCOMES**

- 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 achievements of goals and adjust goals or strategies as necessary**

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<ul style="list-style-type: none"> <li>• <b>H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.</b></li> <li>• <b>SS5.b Understand how the different ethnic groups organize themselves.</b></li> <li>• <b>EI.4g Use body language and gestures appropriate to speech.</b></li> <li>• <b>EL4.k Interpret and follow instructions/directions.</b></li> <li>• <b>EA1.f Use rhythmic body movements to express feelings and emotions (incorporate as “movement” in Physical Education.)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Instruments</li> <li>• Audio/visuals</li> <li>• Instruments</li> <li>• Charts</li> <li>• Educational toy instruments.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 3**

**UNIT/THEME: RHYTHM INSTRUMENTS**

**AREA OF STUDY OUTCOMES:**

- EA1.a Sing rounds.
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4.
- EA1.c Identify and produce sounds from a variety of instrument types.
- EA1.d Sing at sight given notes from a scale.

**CROSS-CURRICULAR OUTCOMES**

- 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 progresses 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>MELODY RECOMMENDED TIME 8 WEEKS</b></p> <p><b>SINGING SKILLS</b></p> <p>A. Breathing Exercise inhale, exhale etc.</p> <p>B. Vocal exercises using vowels, a,e,i,o,u</p> <p>C. Good posture: shoulders back body upright etc.</p> <p>D. Diction</p> <ul style="list-style-type: none"> <li>• Use rhymes/jingles</li> <li>• Use tongue-twisters</li> <li>• Use words of songs</li> <li>• Dynamic: loud/soft</li> <li>• Tempo: fast/slow</li> </ul> <p><b>EXPRESSION</b></p> <p>A. Movement to music</p>	<ul style="list-style-type: none"> <li>• Have children perform breathing exercise eg. breathing in and out; exhaling slowly etc.</li> <li>• Have children sing vowels.</li> <li>• Have children exhibit proper singing posture.</li> <li>• Have children respond physically to pulse or beat in music eg. clapping moving etc.</li> <li>• Create compositions, new words to known melody.</li> <li>• Use voice to interpret a song in a meaningful way.</li> <li>• Recognize the sequence of a melody.</li> <li>• Have children demonstrate dynamic change when singing melodies.</li> <li>• Respond by drawing a facial expression to mood in music.</li> <li>• Sing at sight pitches using a modulator.</li> <li>• Sing ascending and descending scale from a given pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a sequence in a melody</li> <li>• Compose new words to a given melody and have child sing using his/her knowledge of rhythm, dynamics, pitch etc.</li> <li>• Have children listen to recordings of songs and then say what form they are.</li> <li>• When one group sings Part I or a round the child sings Part II with another group.</li> <li>• Evaluate child's participation.</li> <li>• Record child's participation</li> <li>• Match his/her voice to a given pitch.</li> <li>• Sing folk songs and evaluate diction, expression, posture, etc.</li> <li>• Perform a dynamic change or a tempo change in a melody or rhythmic pattern.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 3**

**UNIT/THEME: SINGING AND SONGS**

**AREA OF STUDY OUTCOMES:**

- EA1.a Sing rounds.
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4.
- EA1.c Identify and produce sounds from a variety of instrument types.
- EA1.d Sing at sight given notes from a scale.

**CROSS-CURRICULAR OUTCOMES**

- 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 progresses 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>SIGHT SINGING</b></p> <ul style="list-style-type: none"> <li>H. Ascending and descending scale</li> <li>I. Notated rhythmic patterns.</li> <li>J. Sing at a given pitch</li> <li>K. Melodic Sequence</li> </ul> <p><b>FORM – Types of songs</b></p> <ul style="list-style-type: none"> <li>AA. verse, verse HAPPY BIRTHDAY SILENT NIGHT</li> <li>AB. verse chorus tribute to the Baymen etc.</li> </ul> <p>ECHO: Where is Thumbkin: She'll be coming round the mountain ROUND: Joy to the World/Row Row, Row Your Boat, Three Blind Mice</p> <p><b>CULTURAL SONG/FOLKSONGS PERTINENT TO CULTURAL ENVIRONMENT</b></p>	<ul style="list-style-type: none"> <li>• Have children write or rotate rhythmic patterns in melodies and have them identify them as meters of 2, 3, 4</li> <li>• Have children sing songs of the various forms.</li> <li>• Have them listen to songs and say what form they are.</li> <li>• Have children sing in Groups I and then Group II in a round.</li> <li>• Recognize and identify phrases in rounds</li> <li>• Sing cultural songs or folksongs and discuss form.</li> <li>• Use an accompaniment when singing.</li> </ul>	

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 3**

**UNIT/THEME: SINGING AND SONGS**

**AREA OF STUDY OUTCOMES**

- EA1.a Sing rounds**
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4**
- EA1.c Identify and produce sounds from a variety of music types**
- EA1.d Sing at sight - notes on a scale - wise fashion**

**CROSS-CURRICULAR OUTCOMES**

- 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 achievements of goals and adjust goals or strategies as necessary**

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<ul style="list-style-type: none"> <li>• EA1.b Apply phonetic clues to discriminate between words</li> <li>• EL1.c Read fluently with appropriate intonation and expression for information and pleasure.</li> <li>• EL1.k Interpret and follow instructions/directions</li> <li>• EL4.b. Use correct pronunciation and appropriate intonation and stress (diction)</li> <li>• EL4.g Use body language and gestures appropriate to speech.</li> <li>• SS5.b Understand how the different ethnic groups organize themselves.</li> <li>• EA1.f Use rhythmic body movements to express feelings and emotions (incorporate as “movement” Physical Education.</li> <li>• SL4.c Use correct pronunciation, appropriate intonation and stress (diction)</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Recordings</li> <li>• Audio/visuals</li> <li>• Modulator</li> <li>• Instruments</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 3**

**UNIT/THEME: RHYTHM**

**AREA OF STUDY OUTCOMES:**

- EA1.a Sing rounds.
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4.
- EA1.c Identify and produce sounds from a variety of instrument types.
- EA1.d Sing at sight given notes from on a scale.

**CROSS-CURRICULAR OUTCOMES**

- 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 6 WEEKS</b>  <b>RHYTHM:</b>  <b>m. BEATS IN MUSIC</b>                      D. Steady/getting faster/getting slower.                      E. From varied recordings eg. hymns, cards, folksongs, punta, punta rock etc.                      F. Movement to beat in music eg. clapping dancing etc.</p> <p><b>II. THE USE OF NON-MUSIC SYMBOLS TO ILLUSTRATE BEAT IN MUSIC eg. ½, ½ or 1/2/3 loud/soft/softer or A/B/C.</b></p> <p><b>III. IDENTIFICATION OF THE PRIMARY OR ACCENTED BEAT.</b>                      ½ 1/2/3 loud/soft/softer</p> <p><b>IV. METER OF 2 , 3 AND 4</b>                      A. Meter: patterns of beat per measure.                      B. Measure is used to divide rhythmic Patterns.</p>	<ul style="list-style-type: none"> <li>• Have children listen to recordings of various music and have them listen for the best or pulse respond by clapping or other physical activity.</li> <li>• Have children describe the beat.</li> <li>• Have children move to the beat.</li> <li>• Have children use classroom sound sources, pencils, etc to respond to beat.</li> <li>• Have children use non-musical symbols to illustrate the number of beats.</li> <li>• Have children recognize and identify the primary or accented beat as that which begins a new measure.</li> <li>• Teacher will explain what a “meter” and “measure” is using as many illustrations as possible.</li> <li>• Have children create rhythmic patterns using available sound sources and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the following rhythmic symbols in terms of their relative duration eg. whole note = 4 beats                      half note = 2 beats etc.</li> <li>• Application of the knowledge of musical symbols Treble clef etc.</li> <li>• Have children indicate by writing the time signature of rhythmic patterns.</li> <li>• Describe beat or pulse in music</li> <li>• Group activity - evaluation</li> <li>• Self-evaluation</li> <li>• Evaluate recorded performance.</li> <li>• Observe and record child’s reaction to musical activities</li> <li>• Evaluate child’s participation in group activity.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 3**

**UNIT/THEME: RHYTHM**

**AREA OF STUDY OUTCOMES**

- EA1.a Sing rounds
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4
- EA1.c Identify and produce sounds from a variety of instrument types
- EA1.d Sing at notes on a scale wise fashion

**CROSS-CURRICULAR OUTCOMES**

- 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 achievements of goals and adjust goals or strategies as necessary

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>C. Physical Movement to meters of 2, 3 and 4                      Meter 2: Marching, swinging forward and backward                      Meter 3: Swaying, walking, rocking the baby, waltzing                      Meter 4: walking etc.</p> <p>V. THE USE OF TEMPO/DYNAMIC/ PRIMARY BEAT TO CREATE RHYTHMIC PATTERNS USING AVAILABLE SOUND SOURCES OR INSTRUMENT TYPES.</p> <p>VI. MUSICAL SYMBOLS: TREBLE STAFF/ WHOLE NOTES/HALF NOTES/WHOLE RESTS /TIME SIGNATURE/MEASURE NOTATE RYTHMIC PATTERNS</p> <p>VII. COMPOSING AND INTERPRET BY PERFORMING</p>	<ul style="list-style-type: none"> <li>• Have children practice.</li> <li>• Have children apply their knowledge of musical symbols, notes and durations of notable rhythmic patterns.</li> <li>• Provide ample opportunity for practice.</li> <li>• Group activity</li> <li>• Practise</li> </ul>	

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 3**

**UNIT/THEME: RHYTHM**

**AREA OF STUDY OUTCOMES**

- EA1.a Sing rounds
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4
- EA1.c Identify and produce sounds from a variety of instrument types
- EA1.d Sing at notes on a scale.

**CROSS-CURRICULAR OUTCOMES**

- 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 achievements of goals and adjust goals or strategies as necessary

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<ul style="list-style-type: none"> <li>• EA1.f Use rhythmic body movements to express feelings and emotions (incorporated as movement in “Physical Education).</li> <li>• H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.</li> <li>• M5.a Collect, analyze and present data using charts, graphs, tables and diagrams</li> <li>• EL1.k Interpret and follow instructions/directions.</li> <li>• EL1.b Apply phonetic clues to discriminate between words.</li> <li>• EL4.g Use body language and gestures appropriate to speech.</li> <li>• EL2.e Interpret and respond appropriately to messages conveyed through usual images and tone of voice.</li> <li>• EL1.h Identify cause and effect relationship.</li> <li>• EA1.a Sing rounds.</li> <li>• EA1.b Identify and produce rhythmic patterns of meters 2,3,4</li> <li>• EA1.c Identify and produce sounds from a variety of instrument types.</li> <li>• SL4.a Express thoughts and feelings using simple structures and vocabulary appropriate to audience</li> <li>• EL1.j Make inferences and draw conclusions.</li> <li>• SS5.b Understand how the different ethnic groups organize themselves.</li> <li>• SL4.c Use correct pronunciation, appropriate intonation and diction.</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Instruments</li> <li>• Audio/visual</li> <li>• Classroom improvise sound sources</li> <li>• Tape recorder/cassettes</li> <li>• Resource person</li> <li>• Reference books on music</li> </ul>



**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 4**

**UNIT/THEME: INSTRUMENTS**

**AREA OF STUDY OUTCOMES**

Pupils should:

- EA1.a Sing rounds
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4,
- EA1.c Identify and produce sounds from a variety of Instrument types
- EA1.d Sing at notes on a scale-wise fashion

**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: 6 WEEKS</b></p> <p><b>INSTRUMENTS:</b></p> <ul style="list-style-type: none"> <li>• STRING FAMILY: Guitar, violin, viola</li> <li>• PERCUSSION FAMILY: Drum, tambourine, cymbals, steel drums</li> <li>• WIND FAMILY: flute, recorder</li> <li>• KEYBOARD: piano, organ</li> </ul> <p><b>HOW INSTRUMENTS PRODUCE TONES</b></p> <ul style="list-style-type: none"> <li>• STRINGS:</li> <li>• A. Produce tones when player makes one or more strings vibrate by drawing a bow back and forth</li> <li>• B: Produce tones by plucking the strings with fingers or a pick</li> <li>• PERCUSSION: Produce sounds by shaking them or hitting them</li> <li>• WINDS</li> <li>• A: Produce sounds by blowing into or through a tube</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to recordings of sounds from various instruments and identify sounds</li> <li>• Invite resource persons to play a variety of instruments</li> <li>• Name instruments that would be best to accompany specific songs, poems, rhymes and jingles.</li> <li>• Demonstrate the proper means of holding the instrument while playing</li> <li>• Have children observe how instruments are played.</li> <li>• Practise how to produce sounds on instruments</li> <li>• Create rhythmic patterns of meters 2, 3, 4 on instrument</li> <li>• Sight read and perform notated rhythmic patterns on a percussion instrument.</li> <li>• Use instruments as accompaniments to songs, poems, rhymes and jingles etc.</li> </ul>	<ul style="list-style-type: none"> <li>• When shown pictures of instruments, the child will classify them as belonging to a string, wind or percussion family.</li> <li>• Have children notate rhythmic patterns using correct meter.</li> <li>• Observe and record child's reaction to musical activities (verbal and non verbal)</li> <li>• Evaluate child's performance in group activity.</li> <li>• Demonstrate the proper means of holding instrument while playing</li> <li>• Attend musical concerts or performance and have children identify the instruments used (where possible)</li> <li>• Open day.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 4**

**UNIT/THEME: INSTRUMENTS**

**AREA OF STUDY OUTCOMES**

Pupils should:

- EA1.a Sing rounds
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4,
- EA1.c Identify and produce sounds from a variety of Instrument types
- EA1.d Sing at notes in a scale

**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
<ul style="list-style-type: none"> <li>• B: Produce sounds by pressing lips against the mouth piece and blowing into it.</li> </ul> <p><b>USE INSTRUMENTS TO DEMONSTRATE</b></p> <ul style="list-style-type: none"> <li>• A. Tempo - fast/slow</li> <li>• B. Dynamics - loud/soft</li> <li>• C. Rhythmic Patterns meters 2, 3, 4</li> </ul> <p><b>USE INSTRUMENTS AS ACCOMPANIMENTS</b></p> <ul style="list-style-type: none"> <li>• Notate music to be performed using</li> <li>• A. Whole Notes           4 beats</li> <li>• B. Half notes             2 beats</li> <li>• C. Quarter notes         1 beat</li> <li>• D. Staff</li> <li>• E. Clef Sign</li> <li>• F. Time signature     2, 3, 4</li> </ul> <p><b>BELIZEAN CULTURAL INSTRUMENTS</b></p> <ul style="list-style-type: none"> <li>• Instruments associated with ethnic groups</li> </ul>	<ul style="list-style-type: none"> <li>• Have children demonstrate dynamic and tempo changes when playing instruments</li> <li>• Use whole notes quarter notes and half notes to compose rhythmic patterns on a staff and to play on an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 4**

**UNIT/THEME: INSTRUMENTS**

**AREA OF STUDY OUTCOMES**

Pupils should:

- EA1.a Sing rounds
- EA1.b Identify and produce rhythmic patterns in meters of 2,3,4,
- EA1.c Identify and produce sounds from a variety of Instrument types
- EA1.d Sing at notes on a scale-wise fashion

**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

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<ul style="list-style-type: none"> <li>• EA1.f Use rhythmic body movements to express feeling and emotions (incorporated as 'movement' in Physical Education)</li> <li>• SS5.b Understand how the different ethnic groups organize themselves</li> <li>• M5.a Collect, analyze and present data using charts, graphs, tables and diagrams.</li> <li>• EL4.g Use body language and gestures appropriate to speech</li> <li>• EL1.K Intrepret and follow instructions/directions</li> <li>• EL1.c Read fluently with appropriate intonation and expression for information and pleasure</li> <li>• 44.a Engage in physical activity that promote interpersonal skills and health of mind and body.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Instruments</li> <li>• Audio/visuals</li> <li>• Charts</li> <li>• Educational toy instruments</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 4**

**UNIT/THEME: RHYTHM**

**AREA OF STUDY OUTCOMES**

Pupils should:

**EA1.a Sing rounds**

**EA1.b Identify and produce rhythmic patterns in meters of 2,3,4,**

**EA1.c Identify and produce sounds from a variety of Instrument types**

**EA1.d Sing at notes on a scale-wise fashion**

**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 8 WEEKS</b></p> <p><b>MELODY</b></p> <p><b>SINGING SKILLS</b></p> <ul style="list-style-type: none"> <li>• A. Breathing exercises</li> <li>• B. Vocal exercises using vowels a,e,i,o,u.</li> <li>• C. Good body posture; shoulders back, body upright etc.</li> </ul> <p><b>DICTION</b></p> <ul style="list-style-type: none"> <li>• A. Use rhymes and jingles</li> <li>• B. Use tongue twisters</li> <li>• C. Use words, songs, poems</li> </ul> <p><b>EXPRESSION</b></p> <ul style="list-style-type: none"> <li>• A. Movement to music</li> <li>• B. Sight Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to recordings of various melodies</li> <li>• Identify the forms or types of songs</li> <li>• Physical movements to rhythm and beat in music eg. marching, swaying, clapping, etc.</li> <li>• Notate using whole notes, half notes, quarter notes the rhythmic patterns of a melody.</li> <li>• Have children identify the meter in which a melody is written</li> <li>• Use staff to notate rhythmic patterns in songs of the various forms</li> <li>• Attempt to identify in a scale the syllable for a given pitch.</li> <li>• Practise identifying in a scale the syllables for a given pitch.</li> <li>• Sight-read rhythmic patterns produced by class.</li> <li>• Read music and perform as part of a group</li> <li>• Group singing different song forms</li> <li>• Sing various types of songs including rounds</li> </ul>	<ul style="list-style-type: none"> <li>• Upon hearing a song, a child will identify the form as "AA" "AB" AC"ECHO" "ROUND"</li> <li>• Observe and record child's reaction to musical activities</li> <li>• Evaluate child's participation and contribution to group activities</li> <li>• Perform rhythmic patterns and evaluate response to the relationship of notes and note values.</li> <li>• Listen carefully if the child has given the correct pitch to a note.</li> <li>• Upon hearing a folk song children will write the name of at least two more songs of form "AB".</li> <li>• Have children evaluate their own recorded performances.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 4**

**UNIT/THEME: RHYTHM**

**AREA OF STUDY OUTCOMES**

Pupils should: EA1.a Sing rounds

EA1.b Identify and produce rhythmic patterns in meters of 2,3,4,

EA1.c Identify and produce sounds from a variety of Instrument types

EA1.d Sing at notes on a scale-wise fashion

**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
<ul style="list-style-type: none"> <li>• <b>FORMS TYPES OF SONGS</b></li> <li>• A. Verse, verse echo</li> <li>• B. Verse , chorus round</li>   <li>• <b>FOLK SONG FOR CELEBRATIONS</b> eg. Good Manin Miss Lady</li>   <li>• <b>SONGS THAT ARE PERTINENT TO CULTURAL ENVIRONMENT</b></li>   <li>• Spanish</li> <li>• Maya</li> <li>• Garifuna</li> <li>• Creole</li> </ul>	<ul style="list-style-type: none"> <li>• Use string percussion intruments to accompany songs</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 4**

**UNIT/THEME: RHYTHM**

**AREA OF STUDY OUTCOMES**

- Pupils should: EA1.a Sing rounds  
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 EA1.c Identify and produce sounds from a variety of Instrument types  
 EA1.d Sing at notes on a scale-wise fashion

**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

LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<ul style="list-style-type: none"> <li>• H4.a Engage in physical activities that promote interpersonal skills and health of mind and body</li> <li>• EA1.f Use rhythmic body movements to express feelings and emotions (incorporated as 'movement') Physical Education.</li> <li>• SS5.b Understand how the different ethnic groups organize themselves</li> <li>• M5.a Collect, analyze and present data using charts, graphs, tables and diagrams.</li> <li>• EL4.g Use body language and gestures appropriate to speech</li> <li>• EL4.b Use correct pronunciation, appropriate intonation and stress.</li> <li>• EL1.K Interpret and follow instructions/directions</li> <li>• EL1.c Read fluently with appropriate intonation and expression for information and pleasure</li> <li>• EL1.b Use body language and gestures appropriate to speech</li> <li>• SL4.c Use correct pronunciation, appropriate intonation and diction.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Audio/visuals</li> <li>• Charts</li> <li>• Modulator</li> <li>• Instruments</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 4**

**UNIT/THEME: RHYTHM**

**AREA OF STUDY OUTCOMES**

Pupils should: EA1.a Sing rounds

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**CROSS-CURRICULAR OUTCOMES**

Pupils should: SP2.a Take part in group activities

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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>RHYTHMS</b></p> <p><b>I BEATS OR PULSE IN MUSIC</b></p> <ul style="list-style-type: none"> <li>• A. Steady beat/getting faster/getting slower</li> <li>• B. Steady beat in varied music recordings eg. hymns, carols, folksongs, punta, punta rock, salsa.</li> <li>• C. Physical movement to beat in music.</li> </ul> <p><b>II IDENTIFICATION OF PRIMARY OR ACCENTED BEAT</b></p> <ul style="list-style-type: none"> <li>• Marching 1<sup>st</sup> Beat 1 2</li> <li>• Walking 1 2 3 4 etc</li> </ul> <p><b>III USE DYNAMICS LOUD / SOFT/ GETTING LOUDER/ GETTING SOFTER</b></p> <ul style="list-style-type: none"> <li>• Use tempo very slow/slow/moderate/fast/ very soft to describe beat or pulse in music</li> </ul>	<ul style="list-style-type: none"> <li>• Have children listen to recordings of various music and have them listen to the beat.</li> <li>• Have children describe beat</li> <li>• Have children identify the primary beat as that which begins a new measure.</li> <li>• Have children use dynamics when performing.</li> <li>• Have children listen to explanation of what a meter and measure is.</li> <li>• Have children do several activities for meter 2, 3, and 4.</li> <li>• Have children create rhythmic patterns</li> <li>• Have children notate on a treble staff two measures of rhythmic patterns in meters 2, 3, 4.</li> <li>• Have children practise</li> <li>• Have children compile their composition in the form of a booklet.</li> <li>• Have children perform their composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe rhythmic symbols in terms of their relative duration</li> <li>• Recognize and identify musical symbols</li> <li>• Recognize notes and their relative values</li> <li>• Write two measure in meters of 4</li> <li>• Evaluate child's reaction to musical activities</li> <li>• Self-evaluation (child)</li> <li>• Evaluate child's participation in group activity</li> <li>• Have children evaluate their own recorded performances.</li> <li>• Evaluate child's booklet of music compositions.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS (MUSIC)**

**STANDARD 4**

**UNIT/THEME: RHYTHM**

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**CROSS-CURRICULAR OUTCOMES**

- Pupils should: SP2.a Take part in group activities  
 SP2.c Identify feelings  
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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>IV METERS OF 2, 3, and 4</b></p> <ul style="list-style-type: none"> <li>• A. meter: patterns of beat per measure</li> <li>• B. Measure: is used to divide rhythmic patterns</li> <li>• C. Physical movement</li> <li>• D. Rotation on Treble Staff using notes</li> </ul> <p><b>V PRODUCTION OF RHYTHMIC PATTERNS IN METERS 2, 3, 4</b></p> <p><b>VI IDENTIFICATION OF RHYTHMIC PATTERNS USING COPIES OF WRITEN MUSIC WHERE AVIALABLE FROM SONG BOOKS</b></p> <p><b>VII COMPOSITION AND PERFORMANCE AND PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• Group acitivity to practise and perform notated music</li> <li>• Competition</li> <li>• Provide ample opportunity to practice</li> <li>• Use intrument or sources to perform rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



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LINKAGES/CONNECTION	RECOMMENDED RESOURCES: TEACHER/STUDENT
<ul style="list-style-type: none"> <li>• EA1.f Use rhythmic body movements to express feelings and emotions (incorporated as 'movement') Physical Education.</li> <li>• H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.</li> <li>• M5.a Collect, analyze and present data using charts, graphs, tables and diagrams.</li> <li>• EL1.K Interpret and follow instructions/directions</li> <li>• EL1.b Apply phonetic clues to discriminate between words</li> <li>• EL4.g Use body language and gestures appropriate to speech</li> <li>• EL2.e Interpret and respond appropriately to messages conveyed through visual images and tone of voice</li> <li>• EL1.h Identify cause and effect relationships</li> <li>• EA1.a Sing rounds</li> <li>• EA1.b Identify and produce rhythmic patterns of meters 2,3,4</li> <li>• EL1.c Identify and produce sounds from a variety of instrument types</li> <li>• SL4.a Express thoughts and feelings using simple structures and vocabulary appropriate to audience</li> <li>• EL4.j Make inferences and draw conclusions</li> <li>• SS5.b Understand how the different ethnic groups organize themselves</li> <li>• SL4.c Use correct pronunciation, appropriate intonation and diction</li> </ul>	<ul style="list-style-type: none"> <li>• Audio/Visuals</li> <li>• Charts</li> <li>• Instruments</li> <li>• Reference books on music</li> <li>• Tape recorder and cassettes</li> <li>• Sound sources</li> <li>• Environment</li> </ul>