

# **VISUAL & PERFORMING ARTS**

## **Curriculum Guide**

### **Key Stage I**

***MINISTRY OF EDUCATION,  
HUMAN RESOURCE DEVELOPMENT,  
SPORTS AND YOUTH AFFAIRS, DOMINICA***

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## DEFINITION

Visual and Performing Arts is an educational programme that provides a safe, exciting, fun-filled and supportive environment where learners explore feelings, ideas and concepts in varied modes of expression through drama, dance, music and art & craft.

## PURPOSE OF VISUAL AND PERFORMING ARTS

To enable pupils, including those with special needs, to develop skills, values, attitudes and knowledge, in an integrated way, through Visual & Performing Arts

Dominica's cultural heritage needs an intravenous boost to enable the young to explore and create; design and appreciate; respond and communicate. This programme emphasises the educational relevance of learning experiences through the integration of different artistic activities.

Students learn by repetition, exploration, through creation, through contact with each other as well as the environment. Teachers and adults therefore must be prepared to set the stage whereby planning, organization and knowledge cater for every individual student to ensure that the Arts in schools is an integral component of a balanced programme for the students' physical, emotional and cognitive development.

Visual and Performing Arts is a core subject because it promotes every student's holistic development and thereby lays the foundation for so many life opportunities, including:

Actor/singer/actor/performer	Interior designer	Producer
Advertising agent	Entrepreneur	Research Historian
Artists	Hotel manager	Production Manager
Choreographer	Human Resource Practitioner	Public Relations Practitioner
Composer	Journalist	Song Writer
Costume maker/designer	Media arts production specialist	Sound Engineer
Cultural officer	Playwright	Stage Manager
Director	Model	Speech Therapist
Interior designer	Theatre Manger	Teacher/Education Officer

Visual & Performing Arts is divided into 3 equal strands:

Art & Craft;

Music;

Drama & Dance

An attainment target (AT) outlines the skills, values, attitudes and knowledge that the student is expected to achieve through each strand by the end of schooling.

The **ATTAINMENT TARGETS** are as follows:

### **Art and Craft**

The learner will be able to work individually and collaboratively using the environment to develop interest in and appreciation for art and craft through designing, drawing, painting and creating patterns, pictures and craft.

### **Music**

The learner will be able to create and develop an appreciation for music by participating, performing and responding to sounds in the environment.

### **Drama**

The learner will be able to develop knowledge, skills, value and appreciate drama through creative use of the body and imaginative potential.

## **Introduction to VISUAL & PERFORMING ARTS**

Visual Arts provides pupils with the opportunity to acquire a range of skills & some specific knowledge. The expectations identified for each grade describe the specific knowledge & skills that pupils are expected to develop and demonstrate in their work. These skills are sequential & cumulative. In Grades K, 1 and 2, pupils will begin to develop the ability to communicate about their immediate environment and interest through visual images. They will learn to use a variety of art tools, materials & techniques and will identify elements of design to begin to describe how the elements are used by artists. In Grade 3, pupils will describe and demonstrate how the elements can be used to create works of art to communicate thoughts and feelings. In Grade 4, pupils will use the elements of design to communicate for a variety of purposes and in Grade 5 they will be expected to use the elements of design to produce works of art on a variety of themes. In Grade 6, they will begin to study principles of design, and will produce works of art that demonstrate their proficiency in using a variety of tools, materials and techniques. They will use their knowledge of the elements and principles of design in solving artistic problems and in analysing works of Art.

It is expected that pupils will be engaged in meaningful art-making activities that enable them to develop the skills to use art tools, materials and techniques appropriate for the grade. When pupils become familiar with the advantages and limitations of a variety of tools and can demonstrate control and safe use of these resources, they will be expected to apply their knowledge and skills in making artistic choices in their own work.

The works of art to which students are exposed should represent various styles (e.g. representational or realistic, stylised, impressionistic, abstract) and different historical periods including the twentieth century and should include the techniques of both fine art and traditional crafts. Through such exposure they will move towards gaining control over these resources.

Throughout all stages as pupils learn to use tools and materials and create their own artworks, there will be an emphasis on safety.

MUSIC EDUCATION can be best justified in the school curriculum, if through it , students can develop both mentally and physically as individuals, understand better their relationships with other people and the environment, and gain increasing independence of thought and action. When music education fulfils these conditions every student will testify to the great contribution of music. While “K” to G 2 explore and make music using their immediate environment, G 3 – 6 will begin to analyse their work and that of others and form 1- 3 will do so in a more detail manner.

The musical elements explored in this programme are timbre, rhythm, pitch, duration, dynamics, tempo, creative writing, attentive listening, melody, harmony texture, and structure and music literacy; students must therefore , be provided the opportunity to develop good listening skills, carry our research on how music is put together, appreciate their music and that of others, compose and perform to an audience.

## **DRAMA & DANCE**

Drama and dance like any other Art form are created, shaped and performed. These creative activities are filled with intention and design. Dance like drama relies upon the interpretative power of skilled performers in order to create the fully realized work.

Drama and dance develop in individuals a sense of pride, self awareness, talent, creativity, and a healthy life style. The variety of thoughts, feeling and ideas that an individual bears can be portrayed through this medium. They help build a sound mind which includes concentration, intellect and a positive attitude. These in turn can be integrated into other subject areas.

Drama and dance also lends itself to producing a classroom that is exciting, activity oriented and student centred. Thus builds a community of positive, disciplined and productive citizens.

## **INTEGRATION**

Visual and Performing Arts is an integral part of everyday living.

VPA is integrated across the curriculum through other subjects: Language Literacy & Communication; Social Sciences; Mathematics and Health & Family Life Education. It provides a forum where students develop skills, knowledge, values and attitudes in aesthetic qualities, problem solving, co-operation, moral judgment and spatial disciplines.

The incorporation of VPA as a core subject will provide students with the avenue to express themselves and reveal their inner emotions.

The VPA Programmes of Study provide an avenue for an integrated teaching approach which can be used effectively when the elements overlap. However, each VPA strand is also given separate attention. The teaching approaches and learning experiences advocate independent programmes in each of the specific areas: Dance and drama, Music, Art and craft. Through integration of the specific areas of VPA, the vibrant interaction of the arts discipline will be realised and strengthened. When two specific areas are integrated (e.g. drama and dance; art & craft and dance; music and dance; drama and music and dance etc), one usually has the main focus but every linkage will be explored as it arises to enhance the pupils' understanding and the acquisition of skills, values and attitudes.

## Year Summary K

TERM: 1		Strand	Sessions
THEME 1	<b>Home</b>		
AT 1: LO 1	Express themselves by using different materials in the home and environs	Art (1)	7
AT 2: LO 1	Explore and imitate sounds in the home and environment	MUSIC (2)	7
AT 3: LO 1	Demonstrate body awareness through a variety of fun activities	DRAM (3)	7
THEME 2	<b>Celebration</b>		
AT 1: LO 1	Express themselves by using different materials in the home and environs	ART (1)	7
AT 2: LO 1	Explore and imitate sounds in the home and environment	MUSIC (2)	7
AT 3: LO 1	Demonstrate body awareness through a variety of fun activities	DRAM (3)	7
TERM: 2			
THEME 3	<b>Body</b>		
ATI: LO 2	Identify, discuss and use basic colours and a variety of lines	ART (1)	7
AT 2: LO 2	Use a variety of materials to produce fun music	MUSIC (2)	7
AT 3: LO 2	Demonstrate ability to use voice for various purposes	DRAM (3)	7
THEME 4	<b>Animals</b>		
AT 1 : LO 2	Identify, discuss and use basic colours and a variety of lines	ARTS (1)	7
AT 2: LO 2	Use a variety of materials to produce fun music	MUSIC (2)	7
AT 3: LO 2	Demonstrate ability to use voice for various purposes	DRAM (3)	7

## Year Summary K

<b>TERM: 3</b>		<b>Strand</b>	<b>Session</b>
THEME 5	<b>Water</b>		
AT 1: LO 3	Create designs using a variety of materials	Art (1)	7
AT 2: LO 3	Respond to music by performing a variety of activities	MUSIC (2)	7
AT 3: LO 3	Convey awareness of self and their physical space through he senses	DRAMA (3)	7
THEME 6	<b>Travel</b>		
AT 1: LO 3	Create designs using a variety of materials	ART (I)	7
AT 2: LO 3	Respond to music by performing a variety of activities	MUSIC (2)	7
AT 3: LO 3	Convey awareness of self and their physical space through the senses	DRAMA(3)	7

## TERM 1

AT: I	THEME: THE HOME
LOI	EXPRESS THEMSELVES BY USING DIFFERENT Materials 7 SESSIONS)
SUCCESS CRITERIA:	<ol style="list-style-type: none"><li>1. Produce 2 or 3-dimensional work of art that communicate ideas with used/discarded material to express feelings, thoughts and experience for specific purposes.</li><li>2. Follow directions to make various geometric shapes</li></ol>
ACTIVITIES:	<ul style="list-style-type: none"><li>• Use (play dough/plasticine/clay) to create various shapes e.g. balls, sticks</li><li>• Work in small groups to form certain objects found in the home, cup, spoon (G)</li><li>• Talk about completed object and their usefulness (C)</li><li>• FINGER PRINT Provide students with pallets, paints, paper or hard card Demonstrate use of fingers/hands to make prints Allow students to make their own designs using fingers/hands and talk about them (I) Allow work to dry out and display (C)</li></ul>
ASSESSMENT:	Complete discuss and display items Participate in making a poster
RESOURCE MATERIAL:	Powder paint Water Templates Body parts Glue Play dough/ plasticine Plane paper

**TERM 1**

AT: 2

THEME: THE HOME

LO 1

EXPLORE AND IMITATE SOUNDS IN THE HOME  
(7 SESSIONS)

SUCCESS CRITERIA:

1. Recognise and imitate
  - (a) loud and soft sounds
  - (b) high, and low sounds
  - (c) long and short sounds
  - (d) fast, and slow sounds
2. Use the different sounds to make music through games, role play etc

ACTIVITIES:

- Recall and identify sounds that are heard in the home/that they can hear in the home environment (I)
- Imitate and describe sounds (e.g. make loud, harsh, long sounds) (I)
- Listen to sounds played on the radio/sang in the class, and group them according to the duration of sounds. (I.P.G.)
- Teacher directs students to arrange sounds in a collage, and to perform it (G & C)

ASSESSMENT:

- ◆ Make and differentiate sounds e.g. high, low! loud, quiet of things found in the environment (tin. skin, wood, paper).
- ◆ Make music using junk (used, material e.g. empty cans, sticks, paper. bottles, bottle-tops Water)
- ◆ Play musical games (participate in games)
- ◆ Perform simple sound scores/collage through charts and using percussions/objects.
- ◆ Sing rhymes and jingles, short songs
- ◆ Respond to instructions correctly
- ◆ Observation

RESOURCE MATERIAL:

Recycled material  
 Music box  
 Sound scores  
 Jingles  
 Rhymes  
 Songs

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 1

AT: 3

THEME: THE HOME

LO1

DEMONSTRATE BODY AWARENESS THROUGH A VARIETY OF FUN ACTIVITIES (7 SESSIONS)

SUCCESS CRITERIA:

1. Demonstrate the use of body parts to communicate messages and feelings related to their home.
2. Use the five senses to explore the environment

ACTIVITIES:

- Use body movement to demonstrate rhymes and songs e.g. this is the way we brush our teeth .. comb our hair; bath ourselves. (I/G)
- Shape body into different objects, letters etc. 1(G)
- Imitate activities done in the home, e.g. home chores; bathing etc. (I)
- Imitate role of different members of the family. E.g. mother, father (I)

ASSESSMENT:

- ◆ Perform actions related to simple songs or rhymes
- ◆ Explain how three (3) home chores are done.

RESOURCE MATERIAL:

Pictures related to homes, the family  
Rhymes  
Songs

**TERM 1**

AT: I

THEME: CELEBRATIONS

LO I

EXPRESS THEMSELVES BY USING DIFFERENT MATERIALS (7 SESSIONS)

SUCCESS CRITERIA:

1. Make and discuss free hand drawing on their own choice
2. Identify objects by their shapes, sounds, colours
3. Draw different types of lines

ACTIVITIES:

Students sit in circle.

- Use paper and crayons to draw things pertaining to celebrations like Christmas, Carnival, Easter
- Discuss and share completed work. Display work in VPA corner.

Colouring Book Activity

- Provide students with pictures of celebrations
- Demonstrate colouring techniques (up, down, left, right and within the space)
- Allow students to colour
- Display students' work

ASSESSMENT:

- ◆ Can explain free hand drawing that they have made.
- ◆ Can differentiate objects based on shapes- sounds and colours.
- ◆ Can draw and identify types of lines.

RESOURCE MATERIAL:

Colouring books  
Crayons  
Charts with different type of lines  
Recycled objects/material

## TERM 1

AT: 3

THEME: CELEBRATIONS

LOI

DEMONSTRATE BODY AWARENESS THROUGH A VARIETY OF FUN ACTIVITIES (7 sessions)

SUCCESS CRITERIA:

1. Use the five senses to explore the environment.
2. Talk about things they like or dislike by using senses.

ACTIVITIES:

- Students demonstrate activities that take place during celebration
- Use radio and local instruments to bring pictorial presentations to life
- Role play activities which take place during specific celebrations
- Sing song and dramatise activities related to celebrations.
- Participate in puppet shows

ASSESSMENT:

- ◆ Observe and talk about the activities that take place during a specific celebration
- ◆ Class discussion on presentation done
- ◆ Perform in a sequence activities related to a specific activity.
- ◆ Use puppets to perform simple well known songs or rhymes

RESOURCE MATERIAL:

Pictures/charts of celebrations  
Puppets of characters/ performers  
Percussion instruments  
Radio/Tape recorders

**TERM 1**

AT: 2

THEME: CELEBRATIONS

LO I

EXPLORE AND IMITATE SOUNDS N THE HOME AND ENVIRONMENT (7 SESSIONS)

SUCCESS CRITERIA:

- I. Use different sounds to make music through games and role-play.
2. Identify and talk about familiar musical instruments.

ACTIVITIES:

- Imitate sounds that they hear during; i. Independence time (I)  
ii. Christmas time (I)
- Select the instruments that are used during i. talk dances (I)  
ii. Christmas parties
- Use available instruments to make sounds. (I) & (G) (P)
- Imitate a small (1) “accordion band”. (Perform to class) (G)  
(2) “Jing Ping band”

ASSESSMENT:

Students;

- ◆ Can make differentiate sounds e.g. high! low, loud, and quiet of things found in the environment.
- ◆ Can make music using junk material. E.g. empty cans, sticks, paper. bottles, battle-tops, and water
- ◆ Play musical games (participating, playing)
- ◆ Perform simple sound scores/collage through chants and using percussion/objects
- ◆ Sing rhymes and jingles, short songs
- ◆ Respond to instructions correctly
- ◆ Observation

RESOURCE MATERIAL:

(SAME AS HOME)

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

**TERM 2**

AT: 1

THEME: THE BODY

LO 2

USE A VARIETY OF MATERIALS TO PRODUCE FUN MUSIC E.G. (TIN CANS BOXES, SHAKERS, SEED PODS, WOODEN BLOCKS, COMB AND PAPER

SUCCESS CRITERIA:

1. Play musical games
2. Recall simple melodies, imitate them to others by singing, chanting (rhymes)
3. Imitate simple patterns using percussion and other local instruments

ACTIVITIES:

- Make music using body percussion (hands clap, feet — stamp) ( 'I' & 'G' ) (mouth — click etc.)
- Make music by Carl and response 0, I & G! (Teacher chants) a phrase, students respond with another
- Sing rhymes, jingles that are related to the body. E.g. 'Head and shoulders' (C) This is my right hand' etc
- Accompany rhymes jingles, simple melodies poems and stanzas by making sounds with percussion- (G)

ASSESSMENT:

- ◆ Observation - levels of appreciation
- ◆ Demonstrate use of body percussion to make music
- ◆ Identify body percussions by their sounds
- ◆ Sing songs about the body

RESOURCE MATERIAL:

Songs, rhymes and jingles  
 Illustrations of students using body parts to make music  
 Simple musical games

**TERM 2**

AT: I

THEME: MY BODY

LO 2

IDENTIFY, DISCUSS AND USE COLOURS AND A VARIETY OF LINES (7 SESSIONS)

SUCCESS CRITERIA:

- 1. Identify, discuss; and use colours red, blue, yellow**
- 2. Name favourite colour/s**

ACTIVITIES:

- Allow students to identify colours as teacher present coloured pictures of people, body parts. (e.g. heads, eyes, hands etc).
- Use their feet, hand, fingers to make patterns
- Play a colour game e.g. I spy, Spinning the wheel
- Display work
- Sing rhymes about colour

ASSESSMENT:

- ◆ Identify and name colours.
- ◆ Match colours to their names
- ◆ Colour pictures of body parts
- ◆ Present a complete painting of hands. feet.
- ◆ Provide work for display.

RESOURCE MATERIAL:

Colour chart  
Coloured objects/things  
Pictures of body  
Crayons  
Colour games

## TERM 2

AT: 3

THEME: MY BODY

LO 2

DEMONSTRATE THE ABILITY TO USE VOICE FOR VARIOUS PURPOSES (7 SESSIONS)

SUCCESS CRITERIA:

**Recite and perform rhymes and jingles**

ACTIVITIES:

- Arrange class in a circle and allow students to indicate high, low, loud, soft sounds after listening to a selected song rhyme or jingle.
- Participate in games like spy, “I went to the market.”
- Allow students to use voice to demonstrate various feelings (e.g. fright, excitement. sadness etc.)
- Recite and perform rhymes and jingle related to my body.

ASSESSMENT:

- ◆ Identify level of sound made by teacher
- ◆ Demonstrate understanding of games by performing appropriate actions in sequence
- ◆ Imitate the sound of a few animals accurately
- ◆ Mime accurately actions of characters in a story using appropriate facial expressions.

RESOURCE MATERIAL:

Games  
Pictures in sequence of story  
Pictures of animals

**TERM 2**

AT: 2

THEME: ANIMALS

LO 2

USE VARIETY OF MATERIALS TO PRODUCE FUN MUSIC

SUCCESS CRITERIA:

- 1. Play musical games**
- 2. Imitate simple rhythm patterns using voice**
- 3. Manipulate the solfa notes 'me' and soh' to make sounds, compose and sing simple tunes. E.g.**

ACTIVITIES:

- Imitate animals sounds in games/songs
- Clap to the rhythm of animals names
- Help to order the sounds on a collage/sound score
- Describe some animal sounds — e.g. rough, nice, sweet, frightening etc.

ASSESSMENT:

- ◆ Differentiate animal sounds
- ◆ Imitate animal sounds accurately
- ◆ Sing words/names of animals to the tune of me so1, lah.
- ◆ Sing rounds using animal sounds. E.g. one group sings moo (cow), bow-wow (dog). meow (cat)

RESOURCE MATERIAL:

Pre-recorded animal sounds

Flash cards of me, soh, lah

Songs/ rhymes/jingles

**TERM 2**

AT: I

THEME: ANIMALS

LO 2

IDENTIFY, DISCUSS AND USE BASIC COLOURS AND A VARIETY OF LINES (7 SESSIONS)

SUCCESS CRITERIA:

**Discuss different shades and tones of the same colour.**

ACTIVITIES:

- Provide animals of different colours. Allow students to group them according to their colour.
- Match one colour to the animals painted in that colour
- Arrange animals of one colour to make a collage.
- Give students outline of animals and let them colour using appropriate colours.
- Present a variety of colours and let student mix and discuss their findings

ASSESSMENT:

- ◆ Categorise animals and other objects according to colours.
- ◆ Match given animals to appropriate colour
- ◆ Create a collage using animals of the same colour
- ◆ Colour animals using appropriate colours
- ◆ Mix colours and share their work

RESOURCE MATERIAL:

Coloured pictures and objects  
Colour chart  
Plain paper  
Outline of animals  
Water colour/powder paint

## TERM 2

AT: 3

THEME: ANIMALS

LO 2

DEMONSTRATE THE ABILITY TO USE VOICE FOR VARIOUS PURPOSES (7 SESSION)

SUCCESS CRITERIA:

1. **Retell local short stories rhymes, proverbs, riddles and (narrate them in a variety of ways) sing songs using loud and soft, high and low, fast and slow styles.**
2. **Participate in fun speaking games with and without actions tongue twisters, eye spy, what's the tune Mr. Wolf etc.)**

ACTIVITIES:

- Dramatise movement Of different animals.
- Act like an angry dog; a frightened bird or snake, a pet dog or cat
- Imitate sounds made by various animals
- Dramatise words of "Old McDonald" and other farm songs (e.g. "One man went to Mow") "Pussy Cat, Pussy Cat".

ASSESSMENT:

- ◆ Associate movement to different animals
- ◆ Match sounds to the animals which make them
- ◆ Demonstrate sounds made by various animals

RESOURCE MATERIAL:

Pre - recorded animals' sounds  
Tape/cassette prayer  
Picture of animals  
Songs/rhymes

**TERM 3**

AT: 1

THEME: WATER

LO 3

CREATE DESIGNS USING A VARIETY OF MATERIAL (4 Sessions; 20 minutes)

SUCCESS CRITERIA:

- 1. Use water paint and templates to create design — hands, feet stamps, leaves.**
- 2. Make papier marché using tear, cut and paste method.**
- 3. Arrange two or more pieces of discarded material to create something new about water.**

ACTIVITIES:

- Provide students with paper, pencils, crayons (and cut outs of fish, water, boats. pictures) and glue to create scenes
- In small groups let pupils use cut outs of paper and water colour to create something new.
- Use water paints to form different water features (sources).

ASSESSMENT:

- ◆ Participate in making a class collage of a water scenery
- ◆ Use stamps provided to create collage

RESOURCE MATERIAL:

Paper  
Crayon  
Water paint  
Glue  
A completed collage

## TERM 3

AT: 2

THEME: WATER

LO 3

RESPOND TO MUSIC BY PERFORMING A VARIETY OF FUN ACTIVITIES (7 SESSIONS)

SUCCESS CRITERIA:

- 1. Dance to the beat of songs, rhymes and poems (about water)**
- 2. Perform appropriate body movement to music, both live and recorded**
- 3. Perform simple musical responses from different visual stimuli, including action song.**
- 4. Play simple rhythmic patterns associated to folk music.**

ACTIVITIES:

- Use body percussion and other objects to produce/make rhythm patterns. "I" (G)
- With help of teacher, imitate sounds heard while walking down river. (C)
- Make sounds that are associated with the sea. Compose music by putting the sounds together. (C & G)
- Dance to the beat of pre-recorded music/songs
- Sing songs about water

ASSESSMENT:

- ◆ Observation and discussion about water.
- ◆ Critic their music and that of others in a positive way.
- ◆ Sing songs related to water.
- ◆ Play games about water. (E.g. 'In the River, On the Banks)

RESOURCE MATERIAL:

Pre-recorded music  
Songs about water  
Pictures of various bodies of water

## TERM 3

AT: 3

THEME: WATER

LO 3

CONVEY AWARENESS OF SELF AND THEIR PHYSICAL SPACE THROUGH THEIR SENSES (7 SESSIONS)

SUCCESS CRITERIA:

- 1. Demonstrate ability to follow instructions**
- 2. Imitate sounds In the environment**
- 3. Alone and in groups make shapes of different forms of water**

ACTIVITIES:

- Role-play activities related to water e.g. washing on a bright day, swimming etc.
- Dramatize incidents involving water. (e.g. a child drowning, beach etc.)
- Mimic falling rain using hands and feet
- Dance movements to represent the water (e.g. tsunami, waterfall, sea waves)
- Demonstrate facial expressions to show reaction (to heavy rainfall flooding river, high seas, etc.)

ASSESSMENT:

- ◆ Identify and demonstrate water related activities.
- ◆ Observe hands and feet coordination during demonstration of falling rain.
- ◆ Participate in a creative dance depicting one activity related to water.

RESOURCE MATERIAL:

Pictures of people in different positions in water  
Tape recorder  
Pre recorded music

## TERM 3

AT: 1

THEME: TRAVEL

LO 3

CREATE DESIGNS USING A VARIETY OF MATERIAL  
(7 SESSIONS)

SUCCESS CRITERIA:

- 1. Make and discuss free hand drawing of choice**
- 2. Produce 2 and 3 dimensional work using found material**
- 3. Identify objects by their shapes, sounds colours, texture**

ACTIVITIES:

- Provide students with coloured paper. Then let them use/tear the paper to make patterns of different modes of travel (I)
- Use torn paper to fill in incomplete patterns. Allow students to talk about their work. (G)
- Use a variety of material available to create something new (e.g. thread and coconut leaves main vein, bobbin and strips of rubber, toilet paper roles, strings and paper/magazines etc.) share finished work with others.(G) (I)

ASSESSMENT:

- ◆ Make up a collage using templates of modes of travel.
- ◆ Can make models from papier marché.
- ◆ Can produce something new from discarded material.

RESOURCE MATERIAL:

Pictures of different modes of travel  
Paper, glue, starch  
Recycled materials  
Powdered paint

## TERM 3

AT: 2

THEME: TRAVEL

LO 3

RESPOND TO MUSIC BY PERFORMING A VARIETY OF FUN ACTIVITIES (7 SESSIONS)

SUCCESS CRITERIA:

- 1. Dance to beat of songs, rhymes and poems.**
- 2. Perform simple musical responses from different visual stimuli, including action songs.**

ACTIVITIES:

- Imitate simple rhythmic patterns associated with travel e.g. (boat engines, moving plane, people on a bus)
- Use percussion instruments to produce music. (Sound-effect for story about travelling)
- Sing and dramatise songs e.g. “Round and Round the Wide World.” “I went to school”. Etc.
- Play rhythm games — category — “Names of, such as countries/villages”

ASSESSMENT:

- ◆ Identify and move to simple beats of a song.
- ◆ Provide appropriate actions to given songs.
- ◆ Repeat given rhythm accurately.
- ◆ Play a rhythm game.
- ◆ Select appropriate percussion instrument for given songs
- ◆ Use voice to imitate the sounds of various means of travel.

RESOURCE MATERIAL:

Pre recorded music  
Rhythmic songs  
Percussion instruments

## TERM 3

AT: 3

THEME: TRAVEL

LO 3

CONVEY AWARENESS OF SELF AND THEIR PHYSICAL SPACE THROUGH THEIR SENSES.

SUCCESS CRITERIA:

**Demonstrate through gesture their responses to different moods and feelings, unpleasant textures, pleasant/unpleasant sights.**

ACTIVITIES:

- Allow students to show reactions associated with different situations. E.g. tired of walking; an accident; a surprise visit.
- Role-play activities related to travel. (e.g. boat trip)
- Dramatise incidents involving travel.
- Pretend to be a bus driver; riding a bicycle; swimming etc.

ASSESSMENT:

- ◆ Demonstrate reactions to situations to be suggested by teacher.
- ◆ Participate in an imaginary boat festival
- ◆ Talk about the first trip to town with appropriate actions and expressions.
- ◆ Demonstrate the actions involved in 2 services related to travel.
- ◆ Mime activities that go on at various travel centres. (Bus Station. Ferry Terminal, Airport etc.)

RESOURCE MATERIAL:

Pictures of various modes of travel  
Travelling scenes

## Year Summary GRADE 1

TERM: I		Strand	Session
THEME 1	<b>Home</b>		
AT 1: LO 1	Express themselves by using various patterns, shapes and objects	Art (1)	7
AT 2: LO 1	Identify, imitate and describe a variety of sounds in the environment	MUSIC (2)	7
AT 3: LO 1	Identify, discuss and use a variety of body movements to express self	DRAMA (3)	7
THEME 2	<b>Celebration</b>		
AT 1: LO 1	Express themselves by using various patterns, shapes and objects	ART (1)	7
AT 2: LO 1	Identify, imitate and describe a variety of sounds in the environment	MUSIC (2)	7
AT 3: LO 1	Identify, discuss and use a variety of body movements to express self	DRAMA(3)	7
<b>TERM: 2</b>			
THEME 3	<b>Body</b>		
ATI: LO 2	Identify, discuss and use primary colours to create and appreciate new colours	ART (1)	7
AT 2: LO 2	Organise sounds using various elements of music	MUSIC (2)	7
AT 3: LO 2	Use knowledge of how the voice works to practise clear expressive speech	DRAMA (3)	7
THEME 4	<b>Animals</b>		
AT 1 : LO 2	Identify, discuss and use primary colours to create and appreciate new colour	ARTS (1)	7
AT 2: LO 2	Organise sounds using various elements of music	MUSIC (2)	7
AT 3: LO 2	Use knowledge of how the voice works to practise clear expressive speech	DRAMA (3)	7

## Year Summary GRADE 1

TERM: 3		Strand	Session
THEME 5	<b>Water</b>		
AT 1: LO 3	Use a combination of shapes to create objects and visuals	Art (1)	<b>7</b>
AT 2: LO 3	Respond to musical selections with appropriate actions	MUSIC (2)	<b>7</b>
AT 3: LO 3	Demonstrate the ability to perform in groups cooperatively and collaboratively	DRAMA (3)	<b>7</b>
THEME 6	<b>Travel</b>		
AT 1: LO 3	Use a combination of shapes to create objects and visuals	ART (I)	<b>7</b>
AT 2: LO 3	Respond to musical selections with appropriate actions	MUSIC (2)	<b>7</b>
AT 3: LO 3	Demonstrate the ability to perform in groups cooperatively and collaboratively	DRAMA(3)	<b>7</b>

**TERM 1**

AT: 1

THEME: THE HOME

LO I

EXPRESS THEMSELVES BY USING VARIOUS PATTERNS  
SHAPES AND OBJECTS (7 SESSIONS)

SUCCESS CRITERIA:

**Make and discuss free-hand drawing of things in the environment.**

ACTIVITIES:

- Take students on a nature-walk followed by discussion. (Let them observe animals) plant, flowers seen in/around the home) (C)
- Allow them to make free-hand drawing individually or in groups. (I)
- Have a hypnosis phrase (I e an imaginary journey) Draw what you see. (C)
- Draw an object that represents you in relation to the home and say why the object was selected. E.g. rose, animal etc. (I)

ASSESSMENT:

- ◆ Give a description of houses that they see.
- ◆ Draw to illustrate what was seen.
- ◆ Select and discuss a plant/ animal that represents oneself.

RESOURCE MATERIAL:

Items from home  
 Pictures  
 Variety of shapes  
 Recycled materials/objects

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 1

AT: 2

THEME: THE HOME

LOI

IDENTIFY, LISTEN, IMITATE AND DESCRIBE A VARIETY OF SOUNDS IN THE HOME AND ENVIRONMENT.  
(7 SESSIONS)

SUCCESS CRITERIA:

- 1. Listen and imitate different sounds in the home environment.**
- 2. Listen to specific sounds, identify and talk about the objects/instruments used.**

ACTIVITIES:

- Imitate familiar sounds heard at home (e.g. washing of dishes, sound of washing machine, sweeping, scrubbing hammering etc.) and in the home environment, (G)
- Listen to live musical scenes and echo a sound that they hear. (C)
- Sing rhymes, choruses jingles to a given tempo or dynamics. (C)

ASSESSMENT:

- ◆ Imitate sounds that are heard at home.
- ◆ Identify, utensils/appliances by their sounds
- ◆ Free hand drawing to illustrate what one hears
- ◆ Sing rhyme/chorus/jingles fast/slow high/low

RESOURCE MATERIAL:

Recycled materials/objects  
Percussion instruments  
Pre recorded sounds/songs  
Rhymes, jingles  
Tape recorder  
KEYS

Keys

(G) - GROUP (C) - CLASS (I) - INDIVIDUAL (P) - PEER

## TERM 1

AT: 1

THEME: THE HOME

LO I

IDENTIFY, DISCUSS AND USE A VARIETY OF BODY MOVEMENTS TO EXPRESS SELF ( 7 SESSIONS)

SUCCESS CRITERIA:

- 1. Demonstrate through mime a range of emotions, feelings and messages that take place in the home.**
- 2. Imitate the movement of various familiar living things and objects that are found in the home by self and as a group.**

ACTIVITIES:

- Imitate the role of different family members (I) (G)
- Use facial expressions to display special feelings and emotions and convey messages. (I)
- Incorporate various body movements in creative dance. G)

ASSESSMENT:

- ◆ Imitate sounds heard at home
- ◆ Identify utensils/ appliances by their sounds
- ◆ Free hand illustrate what one sees from a song
- ◆ Sing rhyme/ chorus/jingles fast/slow, high flow

RESOURCE MATERIAL:

Pre recorded dances, music  
video of different cultures  
(dances)  
Samples of written scripts.  
Tape/CD player/ recorder

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 1

AT: 1

THEME: CELEBRATION

LO I

EXPRESS THEMSELVES BY USING VARIOUS PATTERNS, SHAPES AND OBJECTS (7 SESSION)

SUCCESS CRITERIA:

**Present own impressions of pattern given.**

ACTIVITIES:

- Students make masks, hats, costumes etc. pertaining to celebrations. (e.g. Christmas, Birthdays, Independence)
- Paint and decorate stones and other objects (recycled objects) share work with rest of class.
- Make cards for various celebrations.
- Discuss charts, pictures, cards presented by teacher about celebrations.

ASSESSMENT:

- ◆ Display finished object — mask, hat etc.
- ◆ Use brush correctly and paint an object
- ◆ Present a decorated object for display
- ◆ Participate in discussions about charts.

RESOURCE MATERIAL:

Items from home  
Pictures  
Variety of shapes  
Recycled material found in the home

Keys

(G) - GROUP      (C) - CLASS      (I) - INDIVIDUAL      (P) - PEER

## TERM 1

AT: 2

THEME: CELEBRATION

LOI

ORGANIZE SOUNDS USING VARIOUS ELEMENTS OF MUSIC. (7 SESSIONS)

SUCCESS CRITERIA:

- 1. Organize sounds associated to celebrations to make music.**
- 2. Reproduce rhythmic segments and combine them into more complex patterns by clapping, stamping, humming.**

ACTIVITIES:

- Compare and contrast the tempo of sounds heard during Carnival e.g. drum beats, steel pan, whistles, shells
- Interpret and perform sound scores (C), {G}
- Repeat examples of rhythm patterns in groups and individually.
- Play a rhythm game while singing songs about celebrations. (Clapping and tapping) e.g. 'Names of ...such as' celebrations. (G)/(C)

ASSESSMENT:

- ◆ Describe the sound of drum, steel pan, whistles, shells
- ◆ Express feelings about sounds.
- ◆ Arrange objects/instruments according to the sound made
- ◆ Follow and perform sound scores accurately
- ◆ Play back rhythm patterns
- ◆ Participate in rhythmic games

RESOURCE MATERIAL:

Repertoire of songs, rhymes, poems  
Percussion instruments  
Recycled objects e.g. used covers of pots and pans (discarded ones, plastic bottles.)

Keys

(G) - GROUP (C) - CLASS (I) - INDIVIDUAL (P) - PEER

## TERM 1

AT: 3

THEME: CELEBRATION

LO I

IDENTIFY, DISCUSS AND USE A VARIETY OF BODY MOVEMENT TO EXPRESS SELF

SUCCESS CRITERIA:

- 1. Discuss different responses to other people's body movement and role play appropriate response**
- 2. Imitate the movement of various people as individuals and in groups**

ACTIVITIES:

- Present pictures of recent celebrations/festivals. Discuss. Let pupils mime different emotions pertaining to festivals. (I/C)
- Role play (people's) actions/movements during festivals (e.g. Limbo) (I/G)
- Discuss body movement; the types they should and should not do.
- Present a story on celebration, have pupils role play different segments. (G/I)
- Organize a mock festival and have pupils imitate different actions using masks/hats as in a Carnival parade. (I)

ASSESSMENT:

- ◆ Participate in mini market scene
- ◆ Sing and act out a song
- ◆ Show that you understand the term freeze & when playing a game
- ◆ Respond appropriately to 10 given instructions using body parts

RESOURCE MATERIAL:

Pictures of celebrations/festivals  
Stories about celebration/festivals

Keys

(G) - GROUP (C) - CLASS (I) - INDIVIDUAL (P) - PEER



## TERM 2

AT2	THEME: MY BODY
LO 2	ORGANIZE SOUNDS USING VARIOUS ELEMENTS OF MUSIC. (7 SESSIONS)
SUCCESS CRITERIA:	<ol style="list-style-type: none"><li><b>1. Organize sounds to make music.</b></li><li><b>2. Reproduce rhythms segments and combine them into more complex patterns by clapping, tapping, humming etc.</b></li></ol>
ACTIVITIES:	<ul style="list-style-type: none"><li>• Imitate/play back rhythm patterns using body percussion. (I/G)</li><li>• Play musical games. (C)</li><li>• Recall/hum melodies and relate them to title (s)</li><li>• Sing and dramatize songs about the body (e.g.. “These are my eyes”) and those that require pronunciation of initial and final letter sounds e.g. Peter pepper (C)</li></ul>
ASSESSMENT:	<ul style="list-style-type: none"><li>◆ Use body part to imitate! play back rhythm patterns</li><li>◆ Participate accurately in Oh Grady Says, or any other action game</li><li>◆ Recall accurately extracts of melodies</li><li>◆ Sing songs about the body</li></ul>
RESOURCE MATERIAL:	Pre recorded sounds/songs Rhymes, jingles Percussion instruments Pictures of various audiences. Posters depicting Various actions e.g. screaming, laughing, whistle, singing etc. Text “Kokoleoka” Song and Activities for Children — June Tillman

Keys

(G) - GROUP (C) - CLASS (I) - INDIVIDUAL (P) - PEER

## TERM 2

AT: 3

THEME: MY BODY

LO 2

USE KNOWLEDGE OF HOW THE VOICE WORKS TO PRACTISE CLEAR EXPRESSIVE SPEECH (7 SESSIONS)

SUCCESS CRITERIA:

- 1. Retell stories, longer rhymes, riddles, jingles changing voice to match different characters.**
- 2. Select and recite favourite poems, stories and proverbs by self and in group**

ACTIVITIES:

- Use body to provide Sound effects for a story/poem (I)
- Dramatize simple stories/poems (G)
- Relate short stories! rhymes! poems with expression (I)
- Mime the role of different characters of stories/songs (I/G)

ASSESSMENT:

- ◆ Respond accurately to provide sounds at specific period of a story/poem
- ◆ Participate in personifying a character of a story/poem.
- ◆ Retell simple stories/poems.

RESOURCE MATERIAL:

Story books  
Posters of poems, rhymes, jingles, songs  
Pre-recorded stories

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 2

AT: 1	THEME: ANIMALS
LO 2	IDENTIFY, DISCUSS AND USE PRIMARY COLOURS TO CREATE AND APPRECIATE NEW COLOURS. (7 SESSIONS)
SUCCESS CRITERIA:	<ol style="list-style-type: none"><li><b>1. Identify primary colours.</b></li><li><b>2. Discuss and differentiate between primary and other colours.</b></li><li><b>3. Mix primary colours and identify new colours obtained.</b></li><li><b>4. Use new colours to paint templates, pictures, letters, objects etc.</b></li></ol>
ACTIVITIES:	<ul style="list-style-type: none"><li>• Use primary, secondary and complimentary colours to paint animal templates (I/G)</li><li>• Draw animals and select appropriate colours to paint them. (i.e. make them look as real as possible. Brown horse, white dove) .(I)</li><li>• Use the skill of monochrome to shade drawings of animals (different shades of one colour) (I)</li><li>• Paint masks for farm animals and put on display. (G)</li><li>• Make stuffed animals, animal mobiles etc. (I)</li></ul>
ASSESSMENT:	<ul style="list-style-type: none"><li>◆ Display a painted animal template</li><li>◆ Use suitable colours to paint animals</li><li>◆ Paint animal templates showing different tints/shades of one colour</li><li>◆ Paint a mask and display it.</li><li>◆ Participate in making stuffed animals and mobiles</li></ul>
RESOURCE MATERIAL:	Paint, markers, crayons Pictures Templates of letters Plain paper

Keys

(G) - GROUP      (C) - CLASS      (I) -INDIVIDUAL      (P) - PEER

## TERM 2

AT: 2

THEME: MY BODY

LO 2

ORGANIZE SOUNDS USING VARIOUS ELEMENTS OF MUSIC.  
(7 SESSIONS)

SUCCESS CRITERIA:

**Arrange/compose (the pitches) me, soh, lah of the C major scale in simple tunes about animals.**

ACTIVITIES:

- Imitate familiar animal sounds then sing them to the pitch of me, soh, lah. (I)
- identify and sing the pitches when played individually
- Sing animal songs. (C)
- Play musical games by singing animal songs in rounds (C/G)

ASSESSMENT:

- ◆ Sing animals sounds to the pitch of “me”, “soh”, “lah”
- ◆ Sing from memory an animal song
- ◆ Participate in musical/rhythm games about animals

RESOURCE MATERIAL:

Pre recorded sounds of animals — e g bray, chirp, grunt, bark, mew,  
Recorded songs about animals  
Tape/CD recorder  
Flash, cards of “me”, “soh”, “lah”  
Modulator of C Major scale

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 2

AT: 3

THEME: ANIMALS

LO 2

USE KNOWLEDGE OF HOW VOICE WORKS TO PRACTISE CLEAR EXPRESSIVE SPEECH. (7 SESSIONS)

SUCCESS CRITERIA:

**Use proper breathing techniques when making an oral presentation.**

ACTIVITIES:

- Imitate animals in danger. (I)
- Breathing games; (Simon say breathe in. breathe out). (C)
- Develop simple songs and actions to inhale and exhale. (G)
- Imitate animal movements e.g. leap like a frog, fly like a bird etc.) (I)

ASSESSMENT:

- ◆ Participate in mini market scene
- ◆ Sing and act out a song
- ◆ Show that you understand the term freeze when playing a game
- ◆ Respond appropriately to given instructions using body parts

RESOURCE MATERIAL:

Story books  
Posters/Charts of poems, rhymes, jingles

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 3

AT: 1

THEME: WATER

LO 3

USE A COMBINATION OF SHAPES TO CREATE PATTERNS. OBJECTS AND VISUALS. {7 SESSIONS}

SUCCESS CRITERIA:

- 1. Rearrange shapes to create new designs related to water.**
- 2. Use play dough/ flour and water to create objects.**

ACTIVITIES:

- Use various shapes to make picture or water well, boats, Fishes, water birds, crabs. (I)
- Use water and detergent to produce air bubbles with a straw. (I)
- Make models of a waterfall, fish, boat, crab, a river/sea using papier maché (I)

ASSESSMENT:

- ◆ Complete a picture/scene using shapes
- ◆ Make bobbies
- ◆ Contribute to a model of a water feature

RESOURCE MATERIAL:

Templates of various shapes  
Play dough/plasticine  
Recycled Materials  
Mania papers

Keys

(G) - GROUP (C) - CLASS (I) - INDIVIDUAL (P) - PEER

**TERM 3**

AT: 2

THEME: WATER

LO 3

RESPOND TO MUSICAL SELECTIONS WITH APPROPRIATE ACTIONS. (7 SESSIONS)

SUCCESS CRITERIA:

- 1. Participate in more detailed action song about water.**
- 2. Sing simple tunes (folk. rhymes, and calypso)**
- 3. Respond appropriately according to tempo of a song about water.**

ACTIVITIES:

- Sing songs about water. (Row. row, row) (Jack and Jill) (My Bunny) (C)
- Imitate sounds made by the water. (a dripping tap, rough sea etc.) Arrange the sounds to make music. (I)
- Use arrangement to accompany singing. (G)
- Put actions to songs and echo fast/slow phrases of songs(e.g. Row! Row! Row your Boat! “ Did You Ever, Ever, Ever in Your Long legged Life”, ‘It’s Raining. It’s Pouring’). (C)
- Rearrange sounds according to the tempo e.g. fast/ moderate/ slow (I)
- Play clapping games that require increasing the speed (C)
- Prepare to perform a folk or traditional song. (G/C)
- Make water music — soft rolls of drums represent waves, small triangles/ glockenspiels for the spray and sea foam, jingles and woodblocks/claves as sea washing on to the shores, chime bars as sparkling water sounds, voice, recorder as wind. (G)

ASSESSMENT:

- ◆ Respond accurately to instructions in order to find an imaginary water body
- ◆ Sing and make actions (or a song about water)
- ◆ Participate in performing a sound collage

RESOURCE MATERIAL:

Tape recorder  
 Percussion instruments  
 Pictures of bodies of water/means of travelling  
 Songs related to water and travel  
 Collection of action games

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 3

AT: 3

THEME: WATER

LO 3

DEMONSTRATE THE ABILITY TO PERFORM IN GROUPS.  
(7 SESSIONS)

SUCCESS CRITERIA:

**Role-play animal movements in water.**

ACTIVITIES:

- Imitate/create water animals' movement. (e.g. swimming, crawling) (G/I)
- Role-play swimming in various bodies of water. (e.g. sea, pool, river)  
(I/G)

ASSESSMENT:

- ◆ Be able to imitate a duck, swan in a lake, well or river
- ◆ Discuss rivers, lakes and streams — pretend to be floating or under water
- ◆ Pretend to make ripples with body
- ◆ Imitate a stream rising in the mountain

RESOURCE MATERIAL:

Pictures of water bodies and creatures.  
Posters depicting various swimming positions

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

**TERM 3**

AT: 1

THEME: TRAVEL

LO 3

USE A COMBINATION OF SHAPES TO CREATE, PATTERNS, OBJECTS AND VISUALS. (7 SESSIONS)

SUCCESS CRITERIA: 1

**Rearrange shapes to create new designs.**

ACTIVITIES:

- Use cut out/templates of shapes to form modes/means of travel (I)
- Make use of the 3-Demensional shapes in the creation of an object, picture chosen. (Plane, boat car, luggage, and other related to travel. (I)
- Use templates to develop a sketch of a scene at port or airport (examples a plane on a runway, luggage on a cart, a boat on the sea etc .) (C)

ASSESSMENT:

- ◆ Make an item for a scene of an airport/harbour/bus stop.
- ◆ Contribute an tern for setting up a mode of travel in the classroom

SUCCESS CRITERIA: 2

**Use play dough (flour and water) to create objects.**

ACTIVITIES:

- Pupils use a variety of coloured play dough to create an aspect of travel that interest them after listening to the story.
- Use play dough designs from pupil's creation to depict an airport, harbour, train station etc.

ASSESSMENT:

- ◆ Display an aspect of travel and state why one chooses to build/ make it

SUCCESS CRITERIA: 3

**Use different materials, especially local, to create new objects.**

ACTIVITIES:

- Create an item of their choice, that tourists take back or buy on their visits, using local materials.
- Collect and prepare materials from the environment that are used to make souvenirs - hats, mats, decorations, plaques etc. (C)
- Use matchsticks, toothpicks small sticks etc and glue or plasticine to create designs on paper. (C)
- Mount up items for an exhibition. (I)

ASSESSMENT:

- ◆ Complete a craft object.
- ◆ Assist in preparing material for craft work
- ◆ Contribute a craft item for exhibition

RESOURCE MATERIAL:

Coloured paper  
Papers/pencils/leaves  
Used materials

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

**TERM 3**

AT: 2

THEME: TRAVEL

LO 3

RESPOND TO MUSICAL SELECTIONS WITH  
APPROPRIATE ACTIONS (7 SESSIONS)

SUCCESS CRITERIA:

- 1. Respond appropriately according to the tempo of song**
- 2. Coordinate hands to play musical games**

ACTIVITIES:

- Sing and dramatize songs about travel. (C)
- Play rhythm games about modes of travelling e.g. “Names of such as places; ways of travel” (C)
- Listen to a recording and give the title of the tune (Name that tune) (I)
- Make presentations at school functions. (G)

ASSESSMENT:

- ◆ Sing at least one song about travel
- ◆ Participate accurately in rhythm, and name that tune games
- ◆ Participate in group presentations at school functions

RESOURCE MATERIAL:

Pre recorded sounds/extracts of melodies;  
Folk, and calypso songs

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 3

AT3

THEME: TRAVEL

LO 3

DEMONSTRATE THE ABILITY TO PERFORM IN GROUPS COOPERATIVELY AND COLLECTIVELY. (7 SESSIONS)

SUCCESS CRITERIA:

**Plan and dramatize a favourite story, rhyme, poem and proverb so that all are involved.**

ACTIVITIES:

- Students listens to story (C)
- Plan in small groups for performance of a story
- Students select appropriate costumes for characters of story. (G)
- Small groups dramatize the story
- Rest of class critique the performance

ASSESSMENT:

- ◆ Participate in discussion about a story, poem rhyme.
- ◆ Help in making decision about choice of costume for characters of a story
- ◆ Work in a small groups to dramatize a story.

RESOURCE MATERIAL:

Repertoire of songs, stories, poems, jingles.  
Tape recorder  
Costumes

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## Year Summary GRADE 2

TERM: I		Strand	Session
THEME 1	<b>Home</b>		
AT 1: LO 1	Express themselves by using patterns material to create two dimensional	Art (1)	7
AT 2: LO I	Demonstrate the ability to order sounds	MUSIC (2)	7
AT 3: LO 1	Combine mime and movements to enhance creative self expression	DRAMA (3)	7
THEME 2	<b>Celebration</b>		
AT 1: LO I	Express themselves by using patterns, material to create two-dimensional objects	ART (I)	7
AT 2: LO I	Demonstrate the ability to order sounds	MUSIC (2)	7
AT 3: LO I	Combine mime and movements to enhance creative self expression	DRAMA(3)	7
TERM: 2			
THEME 3	<b>Body</b>		
ATI: LO 2	Investigate the effects of mixing primary and secondary colours	ART (I)	7
AT 2: LO 2	Compose a tune using two or more elements	MUSIC (2)	7
AT 3: LO 2	Use voice to practise clear expressive speech	DRAMA (3)	7
THEME 4	<b>Animals</b>		
AT 1 : LO 2	Investigate the effects of mixing primary and secondary colours	ARTS (1)	7
AT 2: LO 2	Compose a tune using two or more elements	MUSIC (2)	7
AT 3: LO 2	Use voice to practise clear expressive speech	DRAMA (3)	7

## Year Summary GRADE 2

<b>TERM: 3</b>		<b>Strand</b>	<b>Session</b>
THEME 5	<b>Water</b>		
AT 1: LO 3	Formulate patterns to create their own designs	Art (1)	7
AT 2: LO 3	Use percussion to accompany music	MUSIC (2)	7
AT 3: LO 3	Express a variety of feelings	DRAMA (3)	7
THEME 6	<b>Travel</b>		
AT 1: LO 3	Formulate patterns to create own designs	ART (I)	7
AT 2: LO 3	Use percussion to accompany music	MUSIC (2)	7
AT 3: LO 3	Express a variety of feelings	DRAMA(3)	7

**TERM 1**

AT: 1

THEME: THE HOME

LO 1

EXPRESS THEMSELVES BY USING DIFFERENT MATERIALS

SUCCESS CRITERIA: 1

**Make and discuss free — hand drawing of things In the home environment**

ACTIVITIES:

- Make free hand drawing of their homes (C)
- Share their opinion about each others drawings (C)
- Colour drawings of the home and environment. (I)

ASSESSMENT:

- ◆ Draw and display work
- ◆ Participate in discussions about drawing
- ◆ Colour and display a drawing of a home

SUCCESS CRITERIA: 2

**Combine art work to make a collage**

ACTIVITIES:

- Use children's art work to make a collage of their community. (G)
- Collect pictures of homes to make their own collage. (I)

ASSESSMENT:

- ◆ Contribute a drawing to make up a collage of the community
- ◆ Select and paste pictures of homes to make a collage

RESOURCE MATERIAL:

Blank Paper, Magazines  
Pencil, crayons, Glue  
scissors

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

**TERM 1**

AT: 2

THEME: HOME

LO 1

DEMONSTRATE THE ABILITY TO ORDER SOUNDS  
(7 SESSIONS)

SUCCESS CRITERIA: 1

**Distinguish between tuned and on - tuned percussion**

ACTIVITIES:

- Identify objects in the home that can be used as percussion instruments.
- Explore individual percussion instruments, and find as many sounds from them as possible.
- Identify objects in the home that can be used as percussion instruments.

ASSESSMENT:

- ◆ Bring and show article/objects from home that can be used as percussions.
- ◆ Order instruments played correctly.
- ◆ Group sounds according to the instrument played (Tuned/ Un-tuned)
- ◆ Produce at least three different sounds using one instrument.

SUCCESS CRITERIA: 2

**Play listening musical games.**

ACTIVITIES:

- Play musical chairs (C)
- Sing call and response songs e.g. “Oh dear what can the matter be”. ”Where are you going Billy Boy?”
- Find directions by listening to sounds in various parts of the home. (Sounds must be pre- recorded)( I)

ASSESSMENT:

- ◆ Participate in musical games
- ◆ Sing along with rest of class and then alone (Call and Response songs)
- ◆ Be able to follow sound clues in order to find objects of various rooms in the home

RESOURCE MATERIAL:

Games  
Tune and un-tuned percussion  
Pictures of various rooms of a home  
Pre recorded sounds  
Call and Response songs

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 1

AT: 3	THEME: HOME
LO 1	COMBINE MIME AND MOVEMENT TO ENHANCE CREATIVE SELF EXPRESSION (7 SESSIONS)
SUCCESS CRITERIA: 1	<b>Perform simple movement sequences following straight, curved and zigzag pathways</b>
ACTIVITIES:	<ul style="list-style-type: none"><li>• Pretend/ imitate movements such as walking through a narrow corridor, passing through a window etc. (I)</li><li>• Play “follow the leader” with music /songs (make actions, dance steps. (e.g. “Dance the marathon”- W.C.K.)</li></ul>
ASSESSMENT:	<ul style="list-style-type: none"><li>◆ Be able to move /shape body in different shapes — straight. circle, zigzag etc. (G/I)</li><li>◆ Pretend to do a variety of activities</li><li>◆ Participate in games</li></ul>
SUCCESS CRITERIA: 2	<b>Use body to mime jobs/occupations that are related to the home.</b>
ACTIVITIES:	<ul style="list-style-type: none"><li>• Select an occupation and portray it in dance</li><li>• Play an occupation game by miming e.g. policeman arresting someone</li><li>• Perform simple occupational skits.</li></ul>
ASSESSMENT:	<ul style="list-style-type: none"><li>◆ Using dance movement portray an occupation in the home</li></ul>
:	<ul style="list-style-type: none"><li>◆ Participate in an occupational game</li><li>◆ Participate in putting a skit about occupations in the home together</li></ul>
RESOURCE MATERIAL:	Picture of various occupations in the home Pre recorded music/songs. Jingles/poems A chart of students forming different shapes

Keys

(G) - GROUP (C) - CLASS (I) -INDIVIDUAL (P) - PEER

**TERM 1**

AT: 1

THEME: CELEBRATIONS

LO 1

EXPRESS THEMSELVES BY USING PAT7ERNS AND MATERIALS TO CREATE 2 DIMENSIONAL WORK (7 SESSONS)

SUCCESS CRITERIA:

- 1. Make and discuss freehand drawing using the immediate environment**
- 2. Produce two dimensional shapes using water colours, paint.**

ACTIVITIES:

- Draw aspects of current festivals. Allow students to experiment with colours. Share products/finished work with the rest of class.
- Make party/birthday hats, model of flags, and other items related to festivals/celebrations

ASSESSMENT:

- ◆ Complete by painting an outline of a carnival scene
- ◆ Draw characters associated with Christmas - Santa, Carnival Sense Mass, Independence (e.g. Bele' Dancers).
- ◆ Participate in discussion about his and others work
- ◆ Present a finished piece of craft to for display in the classroom

RESOURCE MATERIAL:

Charts of outlines  
Colour/water paint, crayons, markers  
Templates

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

**TERM 1**

AT: 2

THEME: CELEBRATION

LO 1

DEMONSTRATE THE ABILITY TO ORDER SOUNDS  
(7 SESSIONS)

SUCCESS CRITERIA:

- 1. Listen to, and develop a variety of tones from percussion and other local material**
- 2. Play listening musical games**

ACTIVITIES:

- Explore one instrument to discover a variety of tones. compare tones with sounds heard during independence celebration (I)
- Arrange sounds made from instruments/objects according to the texture (e.g. low- drum, fine, sweet - metal, smooth - paper, rough -grater) (G/I)
- Use sounds to create sound collage (G)
- Order sounds according to duration — (short ‘long) give a demonstration of short/long sound (I/G)
- Find direction by following dynamic/ tempo/ duration of sounds. (similar to ‘finding the object’ activity; cold — hot — fire!)

ASSESSMENT:

- ◆ Participate in mini market scene
- ◆ Sing and act out a song
- ◆ Show that you understand the term “Freeze!” when playing a game
- ◆ Respond appropriately to given instructions using body parts

RESOURCE MATERIAL:

Chart of Folk Instruments  
Pre recorded sounds and musical extracts.  
Sample of a Sound Collage  
Some folk instruments  
Folk/Traditional song

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 1

AT: 3	THEME: CELEBRATIONS
LO 1	COMBINE AND MIME MOVEMENT TO ENHANCE/ CREATE SELF EXPRESSION (7 SESSIONS)
SUCCESS CRITERIA: 1	<b>Perform simple movement sequence following straight, curved and zigzag, pathways</b>
ACTIVITIES:	<ul style="list-style-type: none"><li>• Use body to perform task as directed by class teacher (I)</li><li>• Plan and give a group performance utilizing body movement and sensory awareness, (G)</li></ul>
SUCCESS CRITERIA: 2	<b>Use body to mime jobs/occupations</b>
ACTIVITIES:	<ul style="list-style-type: none"><li>• Discuss different occasion when people portray different emotions (C)</li><li>• Prepare and mime an occasion and let rest of class identify the celebration. (I/G)</li></ul>
ASSESSMENT:	<ul style="list-style-type: none"><li>◆ Answer questions about celebrations correctly</li><li>◆ Use body movements and facial expressions to portray different moods/feelings. (I)</li><li>◆ Participate in developing and presentation of a scene on independence, Christmas. Creole Festival to rest of class ( G)</li></ul>
RESOURCE MATERIAL:	Self made costumes Percussion instruments Tape /CD player

Keys

(G) - GROUP (C) - CLASS (I) -INDIVIDUAL (P) - PEER

**TERM 2**

AT: 1

THEME: MY BODY

LO 2

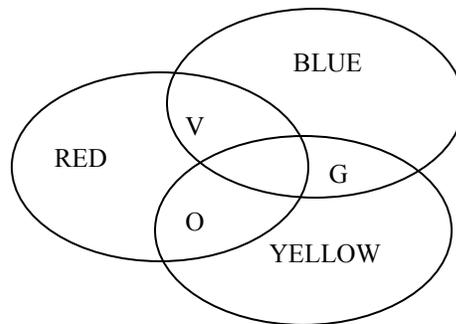
IDENTIFY, DISCUSS AND USE PRIMARY COLOURS TO CREATE AND APPRECIATE NEW COLOURS (7 SESSIONS)

SUCCESS CRITERIA:

1. **Identify the primary colours**
2. **Discuss and differentiate between primary and other colours**

ACTIVITIES:

- Finger painting and finger printing to make a collage (I)
- Gadget printing (use any object to make designs) (G/I)
- Use primary colours to get secondary colours (I/G) e.g.  
Colour wheel Primary Colours - Yellow, Red, Blue  
Secondary - Green, orange, violet  
Complimentary - combination of primary and secondary colours



ASSESSMENT:

- ◆ Provide finger printed /painted work to sat up a collage.
- ◆ Display a design made from gadget printing - potato stamps, banana cutting etc.
- ◆ Mix coloured paints to make secondary and other colours - use colours to paint a body made up of circles. Display to the rest of class.

RESOURCE MATERIAL:

Water /powder paint  
Stamps/cuttings /objects of different shapes  
Blank paper

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

**TERM 2**

AT: 2

THEME: MY BODY

LO 2

COMPOSE A TUNE USING TWO OR MORE ELEMENTS  
(7 SESSIONS)

SUCCESS CRITERIA:

1. **Create own sound scores to reflect specific elements of music.**
2. **Compose in oral, or print form, simple tunes, using “me.” “soh” “lah”“ti” and “doh” of the C Major scale**

ACTIVITIES:

- Respond to tempo or dynamics of music by performing actions to indicate an understanding of the element in use (e.g. dance on tip toe when the music is slow, hop when it is fast etc) (I/ C)
- Use percussion instruments/ objects to create an accompaniment for a song. (G)
- Arrange a rhythm score and use vocals to make sounds for a performance. (G)
- In game form, place flash card in any order and sing the phrase that's made e.g. (me, me, soft, lah, ti, doh)

ASSESSMENT:

- ◆ Respond appropriately to change of dynamics
- ◆ Participate in creating accompaniment or a song
- ◆ Demonstrate an understanding of a rhythm score
- ◆ Participate in composing and singing of phrases.

RESOURCE MATERIAL:

Percussion instruments/ objects  
Rhythm score  
Flash cards of solfa notes  
Tape recorder and pre recorded music

Keys

(G) - GROUP

(C) - CLASS

(I) - INDIVIDUAL

(P) - PEER

## TERM 2

AT: 3	THEME: MY BODY
LO 2	USE VOICE TO PRACTICE CLEAR EXPRESSIVE SPEECH (7 SESSIONS)
SUCCESS CRITERIA: 1	<b>Exhibit correct body posture and use of hands, eyes, when making oral presentations</b>
ACTIVITIES:	<ul style="list-style-type: none"><li>• Sing and act out a body part song “Dem Bones”</li><li>• Create a mini market scene using children to represent different vendors/customers</li><li>• Demonstrate the “still image” (freeze, creep, slip, crawl)</li></ul>
SUCCESS CRITERIA: 2	<b>Participate in a show and tell activity</b>
ACTIVITIES:	<ul style="list-style-type: none"><li>• Play a ring game to the tune of “Brown girl in the ring”</li><li>• Read story and then give students props related to story to act out</li></ul>
ASSESSMENT:	<ul style="list-style-type: none"><li>◆ Participate in mini market scene</li><li>◆ Sing and act out a song</li><li>◆ Show that you understand the term, “freeze” when playing a game</li><li>◆ Respond appropriately to given instructions using body parts</li></ul>
RESOURCE MATERIAL:	Pictures Action songs

Keys

(G) - GROUP (C) - CLASS (I) - INDIVIDUAL (P) - PEER

**TERM 2**

AT: 1

THEME: ANIMALS

LO 2

INVESTIGATE THE EFFECTS OF MISSING PRIMARY AND SECONDARY COLOURS; EXPRESS PREFERENCES AND GIVE REASONS (7 SESSIONS)

SUCCESS CRITERIA:

- 1. Experiment With primary and secondary colours, observe and record the colour changes**
- 2. Talk about how the different colours make them feel**
- 3. Invent names to describe colours made from, missing primary and secondary colours**

ACTIVITIES:

- Build colour wheel using the three primary colours, discuss and name (e.g. put in the wheel.)
- Mix primary colours to make secondary and complimentary colours, and use to paint animal templates marks, pictures
- Have a demonstration/display and describe their feelings about colours
- Discuss what contributes to the inability to see animals in their natural habitat

ASSESSMENT:

- ◆ Paint a colour wheel and name the new colours
- ◆ Complete and display painted animal templates/pictures
- ◆ Discuss favourite colour
- ◆ Discuss pictures of animals camouflage
- ◆ Draw animals and use appropriate colours to paint them (real life situation)

RESOURCE MATERIAL:

Water paint  
Crayons  
Templates of animals  
Pictures of animals (natural habitat)

Keys

(G) - GROUP

(C) - CLASS

(I) - INDIVIDUAL

(P) - PEER

**TERM 2**

AT: 2

THEME: ANIMALS

LO 2

COMPOSE A TUNE USING TWO OR MORE ELEMENTS  
( 7 SESSIONS)

SUCCESS CRITERIA: 1

**Create own sound scores to reflect specific element of music**

ACTIVITIES:

- Play rhythm games using animal names
- Describe animal sounds (e g soft, loud, rough, frightening etc)
- Arrange two/four animal sounds to form a sound collage using directions
- Sing animal sounds (e.g. Old McDonald, If I were a butterfly, Yellow Bird, One man went to mow etc.)

ASSESSMENT:

- ◆ Participate in rhythm games
- ◆ Work in groups with four animals' sounds to compose and for accompaniment
- ◆ Listen to and identify sounds accordingly
  - soft, loud, rough, frightening
  - scratching, scraping
- ◆ Sing in groups and alone at least one animal song

RESOURCE MATERIAL:

Rhymes  
The recorded animals' sounds  
Songs about Animals

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 2

AT: 3	THEME: ANIMALS
LO 2	USE VOICE TO PRACTISE CLEAR EXPRESSIVE SPEECH (7 SESSIONS)
SUCCESS CRITERIA:	<b>Play games/sing songs to compare the sounds made by animals and people</b>
ACTIVITIES:	<ul style="list-style-type: none"><li>• Perform an animal fiesta: story of “Henry Penny” or use creativity to build up stories about animals in action</li><li>• Use the sounds made by animals as an accompaniment to singing</li><li>• Sing animal related songs ‘Kookaburra’, ‘Yellow Bird’, ‘Frog in Yonder Pond’ etc.</li></ul>
ASSESSMENT:	<ul style="list-style-type: none"><li>◆ Participate in Animal Fiesta</li><li>◆ Make appropriate animal sound during a story</li></ul>
:	<ul style="list-style-type: none"><li>◆ Work in small groups to make an accompaniment for an animal song</li><li>◆ Sing an animal song</li></ul>
RESOURCE MATERIAL:	Pictures of animals Animal songs Prepared story

Keys

(G) - GROUP (C) - CLASS (I) -INDIVIDUAL (P) - PEER

**TERM 3**

AT: 1

THEME: TRAVEL

LO 3

FORMULATE PATTERNS TO MAKE THEIR OWN DESIGNS

SUCCESS CRITERIA: 1

- 1. Use and display objects made**
- 2. Design 3-dimensional models of the community and create new objects using local materials**

ACTIVITIES:

- Use play dough/flour to make models of different modes of travelling
- Draw or paint modes of travelling
- Erect a travelling scene with all its gadgets (e.g.. an airport, harbour)

ASSESSMENT:

- ◆ Create own design for painting/craft work
- ◆ Display Art/Craft work in a creative way
- ◆ Assist in creating a model of a travelling scene
- ◆ Use local material to build a mode of travelling

RESOURCE MATERIAL:

Water paint  
Crayon  
Manila paper  
Recycled material

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

**TERM 3**

AT: 2

THEME: TRAVEL

LO 3

USE PERCUSSION TO ACCOMPANY MUSIC

SUCCESS CRITERIA:

- 1. Read/interpret and perform simple Sound scores**
- 2. Sing and accompany simple melodies (patriotic, rap etc) e.g. 'Aderu fuller'**
- 3. Participate In a performance of local music with their or others Composition**

ACTIVITIES:

- Use sounds related to travelling to make up a sound score and perform it (e.g. humming of the plane, tugging of an engine. Vibration of a car/motorcycle)
- Sing and accompany melodies e.g. different styles of songs about travelling e.g. Michael Row your boat ashore, Brown skin girl, With Christ in your vessel, I am sailing (pop)
- Participate in school events

ASSESSMENT:

- ◆ Participate in performing a sound score about travel
- ◆ Initiate the sounds made by various modes of travel
- ◆ Sing alone and in groups songs about travelling
- ◆ Accompany songs using percussion instruments

RESOURCE MATERIAL:

Sound score  
pre-recorded sounds  
Songs about travelling  
Percussion instruments

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## TERM 3

AT: 3

THEME: TRAVEL

LO 3

EXPRESS A VARIETY OF FEELINGS

SUCCESS CRITERIA: 1

**Identify discuss and dramatise the feelings they experience when certain pleasant/unpleasant situations occur**

ACTIVITIES:

- Dramatise various scenes related to travelling (e.g. loss of baggage. time of departure. saying goodbye)
- Dramatise a pleasant or unpleasant event/situation that could be taking place in a picture, video, film, discuss them act out (e.g. dance cut tie actions seen)

ASSESSMENT:

- ◆ React according to incidents/accidents
- ◆ Study picture and imitate a character
- ◆ Dance and portray an idea/events/situation
- ◆ Critique performance of self and others

RESOURCE MATERIAL:

Pictures incidents/accidents  
Recorded music

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

**TERM 3**

AT: 1

THEME: WATER

LO 3

FORMULATE PATTERNS TO CREATE THEIR OWN DESIGNS

SUCCESS CRITERIA:

- 1. Demonstrate an understanding of safety when using scissors and any other sharp tool while making shapes, rearrange shapes to create new designs.**
- 2. Design 3-D models of the community and create new objects using local material**

ACTIVITIES:

- Provide students with water sceneries and select appropriate colours to paint them using one scenery at a time.
- Let students draw water scenery of choice and discuss work with the rest of class. Let them frame their work for display
- Let students design 3Dmodels to create a local community. Complete and display work.

ASSESSMENT:

- ◆ Use appropriate colours to bring to life sketches of water sceneries.
- ◆ Draw/ paint water scenery choice.
- ◆ Frame painting! drawing and put it on display

RESOURCE MATERIAL:

Water colours/paints, crayons, posters of local sceneries, recycled materials for frames, scissors. Punchers. Glue

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

**TERM 3**

AT: 2

THEME: WATER

LO 3

USE PERCUSSION INSTRUMENTS TO CREATE/  
ACCOMPANY MUSIC

SUCCESS CRITERIA:

**Sing and accompany simple melodies.  
(folk, traditional, patriotic, rap, pop etc.)**

ACTIVITIES:

- Compose simple songs about water, using rap or calypso rhythms and voice to accompany their songs/music.
- Compose accompaniment for songs using water, xylophone, or other sounds related to water. (e.g. rain drops, flowing streams, water splash, drippings laps, bubbling sounds).
- Sing songs about water and accompany them (e.g. Row, row, row your Boat)

ASSESSMENT:

- ◆ Select appropriate material to make water sounds.
- ◆ Work in small groups to compose one phrase about a water form
- ◆ Work in small groups to compose accompaniment for songs.
- ◆ Sing and accompany a song about water.

RESOURCE MATERIAL:

Pre-recorded sounds  
Percussions and other recycled objects  
Songs about water.

Keys

(G) - GROUP

(C) - CLASS

(I) -INDIVIDUAL

(P) - PEER

## GLOSSARY

<b>COLOUR WHEEL</b>	A Colour presentation of primary colours and secondary colours
<b>COMPLIMENTARY COLOURS</b>	Mixture of a primary and secondary colour
<b>COLLAGE</b>	Combining, overlapping or layering of materials.
<b>GADGETS</b>	A print we can make from material of different texture
<b>LINES</b>	Horizontal, vertical and diagonal; thick, thin, broken or dotted
<b>MARBLING</b>	A technique we use in water painting - add paint of different colours to water container, mix the colours on the surface. Print the effects on the design by placing paper on it.
<b>MOBILE</b>	A stringed object which suspends from the ceiling or a stand and can be moved by the wind.
<b>MONOCHROME</b>	Different shades of one colour
<b>MODULATOR</b>	A chart of the eight solfa notes scale (Doh-Doh l)
<b>MIXED - MEDIA</b>	Using a variety of material of one or more medium by Overlapping, sticking etc. (e.g. paper with leaves stuck unto it)
<b>PERCUSSION</b>	Instruments that are played by striking, shaking and or shaking and striking
<b>PRIMARY COLOURS</b>	Blue, Yellow, and Red
<b>RELE' VER</b>	To stretch upwards
<b>PLUYE'</b>	To bend slowly down wards
<b>TEMPLATES</b>	Cuttings or patterns
<b>TEXTURE</b>	Rough. smooth, slippery or wet material
<b>TONE</b>	The depth of a colour i.e. black and white, two extremes of tone - one is darker and the other is the lighter.

Keys  
(G) - GROUP (C) - CLASS (I) - INDIVIDUAL (P) - PEER

VPA





## Year Summary K

<b>TERM: I</b>		<b>Strand</b>	<b>Session</b>
THEME 1	<b>Home</b>		
AT 1: LO 1	Express themselves by using different materials in the home and environs	Art (1)	7
AT 2: LO 1	Explore and imitate sounds in the home and environment	MUSIC (2)	7
AT 3: LO	Demonstrate body awareness through a variety of fun activities	DRAMA (3)	7
THEME 2	<b>Celebration</b>		
AT 1: LO 1	Express themselves by using different materials in the home and environs	ART (1)	7
AT 2: LO 1	Explore and imitate sounds in the home and environment	MUSIC (2)	7
AT 3: LO 1	Demonstrate body awareness through a variety of fun activities	DRAMA(3)	7
<b>TERM: 2</b>			
THEME 3	<b>Body</b>		
ATI: LO 2	Identify, discuss and use basic colours and a variety of lines	ART (1)	7
AT 2: LO 2	Use a variety of materials to produce fun music	MUSIC (2)	7
AT 3: LO 2	Demonstrate ability to use voice for various purposes	DRAMA (3)	7
THEME 4	<b>Animals</b>		
AT 1 : LO 2	Identify, discuss and use basic colours and a variety of lines	ARTS (1)	7
AT 2: LO 2	Use a variety of materials to produce fun music	MUSIC (2)	7
AT 3: LO 2	Demonstrate ability to use voice for various purposes	DRAMA (3)	7