

# **VISUAL & PERFORMING ARTS**

## **Curriculum Guide**

### **Key Stage 2: GRADES 5 & 6**

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

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## Acknowledgements

The Ministry of Education, Human Resource Development, Sports and Youth Affairs acknowledges contributions made in one form or the other toward the production of the Dominica National Curriculum in Visual & Performing Arts (VPA). Special thanks to the following people in the development of the Key Stage 2 Curriculum:

VPA writing team Members;

Steve Hyacinth – Chief Education Officer

Petros Meazea – Goodwill Secondary

Tiffany Burnett-Biscombe – Pioneer School

Nadia Pinard – Massacre Primary

Jacqueline Barry – Convent Preparatory

Irvin Durand – Visual Arts Society

Luncina Thole – St. Martin's Primary

Royston Deschamps – Morne Prosper

Principals of schools of subject Team Members who regularly release team members from their classroom duties to participate in the curriculum development workshops and writing sessions

Principals, staff, Students, Parents of the Pilot Schools

The Pilot schools;

Roosevelt Douglas Primary, Colihaut Primary, Mahaut Primary, Marigot Junior, St. Joseph Junior, Grand Bay Primary, St. Luke's Primary, Belles Primary, Sineku Primary, Goodwill Primary and Jones Beaupierre Primary.

The General Editor and all the staff of the Curriculum Unit who assisted in the final preparation of this guide.

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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	✿ Interior designer	✿ Producer
✿ Advertising/marketing agent	✿ Entrepreneur	✿ Art/Historian
✿ Artist	✿ Hotel Manager	✿ Product designer
✿ Choreographer	✿ Inventor	✿ 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
✿ Graphic designer	✿ Theatre manager	✿ Teacher/ education
✿ Dancer	✿ Curator	✿ Architect
✿ Art Therapist	✿ Illustrator	✿ Education Officer
✿ Cultural/art writer/critic	✿ Media cartoonist	✿ Web designer
✿ Set Designer	✿ Lighting Specialist	✿ Fashion Designer
✿ Story Board Illustrator	✿ Make- Up artist	✿ Prop Specialist
✿ Textile Designer	✿ Sculptor	✿ Animator
✿ Cartoonist	✿ Photographer	✿ Puppeteer

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 and Dance**

The learner will be able to develop knowledge, skills, value and appreciate drama and dance through the 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 interests 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 from 1- 3 will do so in a more detailed 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.

**GRADE 5****Strand****Sessions****TERM ONE****THEME: HOME AND CELEBRATION  
(EXPRESSION)**

AT1: LO 1	Express themselves by drawing and painting familiar 2, 3 dimensional objects.	ART 1	4 (35 min)
AT:2 LO 1	Listen and sing/play the notes of C Major scale on an instrument.	MUSIC 2	4 (35 min)
AT:3LO 1	Demonstrate knowledge of basic theatre terms.	DRAMA 3	4 (35 min)
AT:4 LO 1	Create and perform a simple dance which is built on movements of various chores at home.	DANCE 4	4 (35 min)

**KEYS****G- Group****I- Individual****SC- Success Criteria****LO- Learning Outcome****W- Warm up exercise/ activity****TA- Technological Alternative**



**TERM 1**

**ART AND CRAFT**

**GRADE 5**

**THEME**

**HOME AND CELEBRATION (EXPRESSION)**

**LO 1**

**EXPRESS THEMSELVES BY DRAWING AND PAINTING FAMILIAR 2/3 DIMENSIONAL OBJECTS**

**SC 1**

**Make, discuss and display free-hand drawings**

**ACTIVITIES**

- ✿ Allow students to draw using carbon or coloured pencil, aspects of various celebrations
- ✿ Present: discuss and identify similarities and differences
- ✿ Display students work by having class exhibitions
- ✿ Go on a field trip. Produce free hand drawings of aspects of nature e.g. leaves, trees, twigs, flowers

**SC 2**

**Use various materials to express thoughts and feelings**

**ACTIVITIES**

- ✿ Collect various materials throughout the year to use in displays
- ✿ Use materials to create design of choice that portrays paint or colour design
- ✿ Paint chosen images on old newspaper/ unused printed computer paper

### SC 3

### Demonstrate awareness of the overlapping of shapes to create an illusion of depth

- ✱ Draw and cut out dimensional shapes
- ✱ Use shapes to form new designs that show depth
- ✱ Use perspective to design a room in a home
- ✱ Use templates to create an image of choice

### VOCABULARY

- ✱ Templates
- ✱ Perspective
- ✱ Dimensional
- ✱ 3dimensional
- ✱ Illusion
- ✱ Depth
- ✱ Expression (art)

### MATERIALS

- ✱ Pencils (carbon/coloured)
- ✱ Acrylic/ powdered paint
- ✱ Eraser
- ✱ Ruler
- ✱ Old newspaper
- ✱ Printed computer paper

**TERM 1**

**MUSIC**

**GRADE 5**

**LO1 COMPOSE MUSIC USING THE C AND G MAJOR SCALES**

**SC 1 Recognize “C” Major & pentatonic scale when it is played/ written**

**ACTIVITIES**

- ✿ Provide exercises for students to identify the notes of the “C” Major scale and the notes of the Pentatonic scale
- ✿ Use different instruments to play the scales in ascending and descending order
- ✿ Have activities for students to identify the missing notes/ pitches. e.g. teacher/ students play the notes – doh, ray, me soh la students – (Listen and note that fah was left out).
- ✿ Compose a melody using the music staff

**ASSESSMENT**

- ✿ Accompany poems/ stories with a few notes/ pitches.
- ✿ Compose a tune (using a few pitches for a jingle.
- ✿ Compose the melody and lyrics for a short poem.

**RESOURCE MATERIAL**

- ✿ copies of poems/ stories, a tuned instrument, copies of the music staff, Cassette / CD player recorder

## SC 2 & 3

**Listen to and complete rhythm patterns/phrases using quavers, crotchets and minims.**

### ACTIVITIES

- ✿ Continue with activities to complete music phrases by adding minims, crotchets/ quavers & rests (written)
- ✿ Compose endings to given rhythm patterns (oral)
- ✿ Play rhythm memory games.
- ✿ Practice exercises in rhythmic notation /melodic dictation

### ASSESSMENT

- ✿ Play a rhythm game which entails completing a chain of rhythm actions.
- ✿ Write rhythm patterns using notes correctly on the music staff
- ✿ Listen to and complete a rhythmic phrase by adding the missing note

### RESOURCE MATERIAL

- ✿ A chart of notes – quaver, crotchet, minim and their relationship to each other.
- ✿ Samples of writing notes on the music staff (chart)
- ✿ Cassette/ CD /DVD player/ recorder

## SC 4

### Identify intervals as played

#### ACTIVITIES

- ✿ Have oral exercises in completing and singing given intervals.
- ✿ Identify specific intervals (seconds – doh ray; me soh; thirds doh me, fah – lah , ray – fah etc.)
- ✿ Sing songs that begin with intervals of 3<sup>rd</sup>/ 2<sup>nd</sup>.

## SC 5

### Compare the phrases/lines of familiar songs

#### ACTIVITIES

- ✿ Exercises in grouping phrases ( length, similarity, differences, repetition)

#### ASSESSMENT

- ✿ Identify similar intervals; Sing an interval of 2<sup>nd</sup>/ 3<sup>rd</sup>.
- ✿ Write the form of short phrases

#### RESOURCE MATERIAL

- ✿ copies /recordings of songs; simple music scores of intervals of 2<sup>nd</sup>. and 3<sup>rd</sup>.

**TERM 1**

**DRAMA**

**GRADE 5**

**LO1**

**DEMONSTRATE KNOWLEDGE OF BASIC THEATRE TERMS**

**SC1**

**Demonstrate through movement and/ or identify the various parts of a stage (Back stage, wings, off stage, on stage) and respond to the calls of strike, freeze, action and cut.**

**ACTIVITIES**

- ✿ Direct students to move to various parts of the stage.
- ✿ Play the game Old Grady. E.g. Old Grady says to move back stage etc.
- ✿ Give students instruction to perform action and then ask them to freeze. E.g.: walking on hot sand, jogging on a beach, having a conversation on a cell phone. (etc)
- ✿ Use terms (action, cut) in given situation. E.g. Children are laughing. Teacher says “Cut”. Students should respond by stopping.

**SC2**

**(e.g.**

**Demonstrate through movement the ideas and experiences gain from various local cultural form. carnival, bucket brigade, carol singing. etc)**

## ACTIVITIES

- ☀ Role play activities of various aspects of cultural forms
- ☀ Demonstrate through movement the elements of a few local cultural forms

## SC3

**Express about thoughts, emotion, ideas and feelings, theatre terms and/or comments about the activity in their portfolio or journal**

## ACTIVITIES

- ☀ Create and develop a portfolio or journal.
- ☀ Record in your drama portfolio things you observe.
- ☀ Record your feelings of your drama sessions in your portfolio.

## VOCABULARY

- ☀ “Action”
- ☀ “Freeze”
- ☀ “Cut”
- ☀ Backstage
- ☀ Wings
- ☀ Offstage
- ☀ Strike

**TERM 1**

**DANCE**

**GRADE 5**

**THEME**

**LO1**

**Create and perform a simple dance which is built on movements of various chores done in the home**

**SC1**

**Student able to link (smoothly) various movements inspired by the home**

- ✿ Dance greeting- curtsy for girls or bow for boys
- ✿ Stretch to sky- as if reaching for a helium balloon near the ceiling, count to five and repeat. Stretch to the sides with a wide stance (W.)  
  
Improvise movements imitating sweeping the floor or mopping; mixing juice; mowing the lawn; walking the dog, fruit picking; climbing the tree etc.
- ✿ Do ankle/ foot rolls while seated on the floor, point and flex feet. While standing relevé and plié-repeat (x3) (W)  
Improvise movements imitating sweeping the floor or mopping; mixing juice; mowing the lawn; walking the dog, fruit picking; climbing the tree etc.
- ✿ Create sequence of movements to imitate cleaning high and low windows
- ✿ Improvise movements imitating sweeping the floor or mopping; mixing juice; mowing the lawn; walking the dog, fruit picking; climbing the tree etc.

**ASSESSMENTS**

Combine various movements and perform a dance



**GRADE 5****Strand****Sessions****TERM TWO****THEME: 2****BODY AND ANIMALS**

AT1: LO2	Identify the basic characteristics of colour and display the knowledge in different ways.	ART 1	4 (35 min)
AT:2 LO 2	Compose music using notes of C and G Major scale.	MUSIC 2	4 (35 min)
AT:3LO 2	Demonstrate how the senses, feelings and imagination contribute to the creation of a character	DRAMA 3	4 (35 min)
AT:4 LO 2	Create, memorize complex sequences of movement and analyze problem solving strategies and solutions	DANCE 4	4 (35 min)

**TERM 2**

**ART AND CRAFT**

**GRADE 5**

**THEME**

**BODY AND ANIMALS (COLOUR)**

**LO 2**

**IDENTIFY THE BASIC CHARACTERISTICS OF COLOUR AND DISPLAY THE KNOWLEDGE IN DIFFERENT WAYS**

**SC1**

**State the colours on the colour wheel**

**ACTIVITIES**

- ☀ Identify the colours on a colour wheel
- ☀ Mix colours to create secondary and tertiary colours
- ☀ Use colours to create markings in a variety of ways blows, splatter, finger play
- ☀ Paint fruit (still-life) of a red, blue or yellow colour. Use its complementary colour to create shadow.

**SC 2**

**Make tie dye to show colour**

**ACTIVITIES**

- ☀ Tie materials using a variety of patterns and immerse in dye bath
- ☀ Use two dye solutions to show a mix of colours

**ASSESSMENTS**

- ☀ Create individual tie/dye project

- ✿ Complete project using two different dyes
- ✿ Identify complementary colours e.g. red & green, yellow & green

### SC 3

#### Construct a colour wheel

#### ACTIVITIES

- ✿ Paint colours on colour wheel starting with primary, then secondary and tertiary colours
- ✿ Make prints using collected Styrofoam containers, paper or card. Use primary and secondary colours.

#### ASSESSMENT

- ✿ Show progression of colours on a colour wheel
- ✿ Use paper to display colours

### SC 4

#### Apply the characteristics of colours (hue, saturation, brightest) to their paintings, photos etc

#### ACTIVITIES

- ✿ Demonstrate on paintings the characteristic of colours such as hue, saturation, tint, complement etc  
  
Create textured backgrounds by:
- ✿ **Streaking and dripping** – Dip a middle-sized decorating brush into watered-down paint and hold the brush at the top of the paper. Lift the paper and let the paint drip down
- ✿ **Washes** – Dip a large decorating brush into watered-down paint and brush across the paper. Now add different coloured washes, letting the colours run into each other

## ASSESSMENT

- ✿ Use pictures to identify hue, tint, colours that complement each other
- ✿ Make textured background by using any of the methods learned

## SC 5

### Make dark colours bright and bright colours dark

## ACTIVITIES

- ✿ Mix different colours to get various shades
- ✿ Add a drop of any coloured paint to white paint
- ✿ Mix a drop of black to any colour
- ✿ Use new colours to paint pictures or print

## ASSESSMENT

- ✿ Use shades of various colours to paint, print
- ✿ Display pastel colours after mixing with white
- ✿ Use dark and light colours to show contrast
- ✿ Complete designs and display

## ARTISTS

William Kentridge - painting/drawing over text

Mondrian- Colour contrast of dark and light colours

**SC 6**

**Paint scenes using different shades of a given colour  
Manipulate colours to express various situations  
(formal, business and casual)**

**ACTIVITIES**

- ✿ Use colours to experiment in painting, printing
- ✿ Use fruits and vegetables to print to show a variety of effects
- ✿ Make stencils and paint to make pictures

**ASSESSMENT**

- ✿ Describe their paintings
- ✿ Compare effects on individuals work
- ✿ Use stencils to show variation

**VOCABULARY**

- ✿ Complementary
- ✿ Complement
- ✿ Shades
- ✿ Contrast
- ✿ Primary
- ✿ Secondary colours
- ✿ Tertiary colours
- ✿ Splatter
- ✿ Still-life
- ✿ Tint
- ✿ Hue
- ✿ Saturation

**MATERIALS**

- ✿ Acrylic paint
- ✿ Paper/card
- ✿ Cloth
- ✿ Dye

## TERM 2

### MUSIC

### GRADE 5

#### LO2

#### COMPOSE MUSIC USING NOTES OF THE C AND G MAJOR SCALES

#### SC 1

**Compose rhythmic phrases and simple melodies in various Styles (genres)  
Compose jingles in different tempo/ style**

#### ACTIVITIES

☀ Listen to, discuss and rearrange their own composition in the following genres calypso, reggae, Folk, Hipupetc.

☀ Compose sound effects for poems, stories

#### ASSESSMENT

☀ Accompany poems & stories

☀ Compose a phrase for a jingle

☀ Compose and put a tune to a poem.

#### RESOURCE MATERIALS

☀ Percussion instruments

☀ Charts of poems

#### SC 2

#### ACTIVITIES

☀ Listen to and repeat /reproduce phrases heard or played.

☀ Have written oral exercises for adding one note.

☀ Complete given intervals (written/ oral)

## SC 3

**Write down/ sing intervals of given scales.**

### ACTIVITIES

☀ Same as SC 2 (Practice exercises)

### ASSESSMENT

☀ Repeat phrases played / heard

☀ Notate phrases heard

☀ Write intervals of 2<sup>nd</sup> . 3<sup>rd</sup> . 4<sup>th</sup> and 5<sup>th</sup> .

☀ Complete intervals by adding the root /last note.

☀ Identify choruses that begin with the same interval.

☀ Recording of short phrases choruses including students' own compositions

### RESOURCE MATERIAL

☀ Cassette/CD recorder

☀ Work sheets on intervals

### VOCABULARY

☀ AB form

☀ Canon effect

**TERM 2**

**DANCE**

**GRADE 5**

**L02**

**CREATE, MEMORIZE COMPLEX SEQUENCES OF MOVEMENT AND ANALYZE PROBLEM SOLVING STRATEGIES AND SOLUTIONS**

**SC1**

**Apply choreography principles, process, and skills to create and communicate meaning through improvisation, composition and performance of dance**

**ACTIVITIES**

- ✿ Dance greeting- curtsy for girls or bow for boys
- ✿ Stretch to sky- as if reaching for a helium balloon near the ceiling, count to five and repeat. Stretch to the sides with a wide stance (W.)
- ✿ Do ankle/ foot rolls while seated on the floor, point and flex feet. While standing relevé and plié-repeat (x3) (W)
- ✿ Create memorize and perform sequences of movement with greater focus, force/ energy, and intent (e.g. accentuate movement to show greater or less force/ energy)
- ✿ Incorporate the use of simple dance forms in dance phrases. (To create an A-B form, a canon effect).
- ✿ Play music and allow children to improvise unhindered. Share sequences and compose a dance



## ASSESSMENT

- ☀ Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material

## SC2

### Apply spatial elements to add dynamism to dance sequences

- ☀ Discuss the idea of space and how dancers use it (space and height; space and width; space in depth)
- ☀ Demonstrate spatial ideas using an illustration of a stage. Show depth width and height
- ☀ Develop sequences of movement that transition through or culminate using three different height levels. Use vibration or shakes( floor, mid and top levels)
- ☀ Watch a video from cultural archive/  
[www.youtube.com](http://www.youtube.com) video of dancers on a stage

## ASSESSMENT

- ☀ Create a dance using all the space available. Use downstage, centre, front stage and various height levels (use leaps, sways and spins to transition).

## VOCABULARY

- ☀ Space
- ☀ Downstage
- ☀ Centre
- ☀ Stage front
- ☀ Floor level
- ☀ Leap
- ☀ Sequences

## TERM 2

### DRAMA

### GRADE 5

#### LO2

**DEMONSTRATE HOW THE SENSES, FEELINGS AND IMAGINATION CONTRIBUTE TO THE CREATION OF A CHARACTER**

#### SC 1

**Use each of the senses (seeing, hearing, touching, tasting and smelling) to communicate ideas and feelings and to give direction.**

#### ACTIVITIES

Pretend:

- ☀ to be blind and led by another person
- ☀ to be walking on sand
- ☀ to be dipping your finger in hot water
- ☀ to be walking in a garbage dump, to be drinking hot tea, or something with a bitter taste etc.
  
- ☀ Observe people and their behaviors, habits, walking styles and speech patterns.
  
- ☀ Practice some of these habits, walking styles and speech patterns

#### ASSESSMENTS

- ☀ Use dramatic narrative to explain to the class the routine you went through between the time you woke up and the time you left the house.

#### SC2

**List and express thoughts, emotion, ideas and feelings and/or comments about the activity in their portfolio or journal**

#### ACTIVITIES

- ☀ Create or develop a portfolio or journal.

- ✿ Record in your drama portfolio things you observe.
- ✿ Record your feelings of your drama sessions in your portfolio.
- ✿ Watch recorded version of the play “Shingles” by Steve Hyacinth and record feelings and findings in journal

### **SC3**

#### **Develop and Act out various character traits**

- ✿ Create/ act out a character with good qualities
- ✿ Create/ act out a character with opposite traits to the first one
- ✿ Create/ act out a character that is humorous e.g. the character may have an exaggerated voice, body shape; may do surprising things; may believe in superstitions or be quarrelsome/loud etc.

### **VOCABULARY**

- ✿ Character
- ✿ Trait
- ✿ Portfolio
- ✿ Exaggerated

**GRADE 5****Strand****Sessions****TERM THREE****THEME: 5****WATER AND TRAVEL**

AT1: LO 3	Create models and artwork using various items from the environment	ART 1	4 (35 min)
AT2: LO 3	Interpret, perform and critically evaluate simple musical scores of songs or instruments.	MUSIC 2	4 (35 min)
AT3:LO 3	Demonstrate the ability to use verbal and non- verbal communication to convey feelings & simple messages individually or in groups.	DRAMA 3	4 (35 min)
AT4: LO 3	Identify traditional & modern dances in the Caribbean & International regions.	DANCE 4	4 (35 min)

**TERM 3**

**ART AND CRAFT**

**GRADE 5**

**THEME**

**WATER AND TRAVEL (MATERIALS)**

**LO 3**

**CREATE MODELS AND ARTWORK USING VARIOUS ITEMS FROM THE ENVIRONMENT**

**SC 1**

**Follow and give instructions to make mats, doilies, baskets, cushions, bags, towels**

**ACTIVITIES**

- ✿ Make mats, doilies, baskets, cushions, bags, towels
- ✿ Make kites, trucks, tops, yo-yo, tents using local materials
- ✿ Go for a nature walk to collect items in the environment to create designs
- ✿ Demonstrate weaving using paper and/or twigs
- ✿ Demonstrate steps in needle craft (stickles) to create designs on towels, cushions etc

**ASSESSMENT**

- ✿ Answer questions on materials used to make mats, baskets etc
- ✿ Write a paragraph entitled "How to make a (kite, basket etc)

**SC 2**

**Use Charcoal/pencil to show contrast**

## ACTIVITIES

- ✿ Shade an area with pencil or charcoal to show contrast
- ✿ Allow students to draw anything of their choice and shade with pencil or charcoal, paying attention to dark, light and medium tones

## ASSESSMENT

- ✿ Draw fruits and shade
- ✿ Complete drawings and shade

## SC3

### Use Found materials to create Art

## ACTIVITIES

- ✿ Make a broom from Baqua plant fibers
- ✿ Use chosen available materials to make a collage, assemblage or sculpture
- ✿ Use “chicken wire” to make miniature models of people, animals e.t.c. layer with papier Marché/ plaster of Paris
- ✿ Paint and decorate models

## ASSESSMENT

- ✿ Discuss local and everyday materials
- ✿ Write an essay on the benefits of using `found materials` to make art
- ✿ Display work

## VOCABULARY

- ✿ Assemblage
- ✿ Collage
- ✿ “Baqua”

**TERM 3**

**MUSIC**

**GRADE 5**

**LO3**

**INTERPRET, PERFORM AND CRITICALLY  
EVALUATE SIMPLE MUSICAL SCORES THROUGH  
SONG OR INSTRUMENT**

**SC 1**

**Read / sing/play short phrases/melodies**

**ACTIVITIES**

- ✿ Complete intervals by adding one note.
- ✿ Complete melodies by singing/adding a last phrase
- ✿ Sing /play exercises on intervals


- ✿ Sing at least two new songs for the term
- ✿ Participate in Traditional / Folk Singing competitions

**ASSESSMENT**

- ✿ Complete intervals by singing the missing note
- ✿ Complete melodies by singing the last phrase
- ✿ Study and play the content of a simple music score
- ✿ Listen to a song/ piece of music and add a vocal accompaniment

## RESOURCE MATERIAL

- ✿ Tuned instrument
- ✿ Simple music scores
- ✿ Pre recorded songs

## SC 2

### Play and sing intervals

## ACTIVITIES

- ✿ Compose a short phrase using the notes of two intervals in various ways
- ✿ Listen to given intervals order them accordingly. (teacher plays a few intervals, students note the order that they were played.)
- ✿ Students sing back intervals as they were played.

## SC 3 & 4

### Perform a piece of music in various styles

## ACTIVITIES

- ✿ Listen to musical extracts and categorize them accordingly (reggae, calypso, Folk, Traditional, etc.)
- ✿ Students work with a piece of music and perform it in a different Style (reggae is changed to calypso, Traditional to reggae, to hymn etc.)
- ✿ Prepare for music festival.

## ASSESSMENT

- ✿ Order extracts of music as played.
- ✿ Be able to change the style of a piece of music/ song
- ✿ Perform a song in another style.
- ✿ Participate in music festival activities



## TERM 3

### DANCE

### GRADE 5

#### L03

#### RESEARCH, IDENTIFY TRADITIONAL AND MODERN DANCE IN THE CARIBBEAN AND SOME INTERNATIONAL REGIONS

#### SC1

**Describe how and why a traditional dance may be changed when performed on stage for an audience (e.g. same concept different style)**

#### ACTIVITIES

- ☀ Dance greeting- curtsy for girls or bow for boys
- ☀ Stretch to sky- as if reaching for a helium balloon near the ceiling, count to five and repeat. Stretch to the sides with a wide stance (W.)
- ☀ Do ankle/ foot rolls while seated on the floor, point and flex feet. While standing relevé and plié-repeat (x3) (W)
- ☀ Perform Folk/Traditional dance forms.
- ☀ Describe how Historical events relate to dance forms. (e.g. rebellion of slaves on a plantation, cultivation of crops etc)
- ☀ Make a written/ visual project on Traditional dances that men, women, or children, perform, and explain the purpose of each dance
- ☀ Learn at least one of the dances
- ☀ Dance quadrille in traditional fashion and then in a formation facing the audience

## ASSESSMENT

- ✿ Perform a folk traditional dance
- ✿ Demonstrate travel in dance
- ✿ Complete a project on Caribbean dances
- ✿ Work with a partner to perform a creative phrase/ study

## SC2

### Appreciate and merge dance styles across cultures and Regions

## ACTIVITIES

- ✿ Research and Discuss a traditional form of dance from Asia, Africa or Europe and its accompanying music e.g. Bollywood, Quasa Quasa, Irish traditional dance
- ✿ Watch the nutcracker ballet film, Bollywood dances or the rain dance
- ✿ Dance greeting- curtsy for girls or bow for boys
- ✿ Stretch to sky- as if reaching for a helium balloon near the ceiling, count to five and repeat. Stretch to the sides with a wide stance (W.)
- ✿ Do ankle/ foot rolls while seated on the floor, point and flex feet. While standing relevé and plié-repeat (x3) (W)
- ✿ Choreograph a dance sequence using some elements of international dance

## ASSESSMENT

- ✿ Perform a dance with a beginning, middle and an end that has aspects of local traditional of international dance
- ✿ Allow children to speak to one another about their likes and dislikes of a chosen international dance

## TERM 3

### DRAMA

### GRADE 5

#### LO3

**DEMONSTRATE THE ABILITY TO USE VERBAL AND NON VERBAL COMMUNICATION TO CONVEY FEELINGS AND SIMPLE MESSAGES INDIVIDUALLY OR IN GROUPS**

#### SC1

**Use body language, movement (or non verbal communication) and gestures to communicate feelings and messages**

#### ACTIVITIES

Perform the following activities:

- ✿ Fixing a flat tire
- ✿ Sweeping your yard
- ✿ Cutting your hedges etc
- ✿ Indicate non-verbally to a person to come, to go, to get out, to wait, to shut up. Etc.
- ✿ Indicate through facial expression that you are vexed, sad, angry, happy, surprised, shocked, sorry etc.

#### SC2

**Use improvisation to communicate, ideas, feelings and messages based on location, situation or a proverb**

#### ACTIVITIES

Improvise situations on the following:

- ✿ Late for school,
- ✿ late for church,
- ✿ standing alone on a dark and lonely road,
- ✿ Lost in the forest.
- ✿ Preparing dinner in a modern kitchen.
- ✿ Trapped in a room
- ✿ Saying good bye to a friend.

## SC3

**Respond with critical awareness about the communication of emotions in their work and the work of others.**

### ACTIVITIES

- ✿ Comment on recorded or live performances of peers (What they liked or disliked? What was good? What was real or convincing? What they believed or did not?)
- ✿ Attend a theatrical performance with parents, friends or class teacher for class discussion.
- ✿ View a DVD of a theatrical performance and let students give their own opinion of the portrayal of emotion in the performance. Did they note the audience's reaction to it?

### VOCABULARY

- ✿ Hue
- ✿ Tint
- ✿ Saturation

<b>GRADE 6</b>		<b>Strand</b>	<b>Sessions</b>
<b>TERM ONE</b>			
<b>THEME: HOME AND CELEBRATION</b>			
AT1: LO 1	Express themselves through drawing, painting, printing and photography to convey feelings, thoughts and experiences.	ART 1	4 (35 min)
AT:2 LO 1	Identify, discuss and appreciate music based on the notes of C & G Major scale.(sung or played on instruments)	MUSIC 2	4 (35 min)
AT:3LO 1	Demonstrate knowledge of basic theatre terms and dramatic elements.	DRAMA 3	4 (35 min)
AT:4 LO 1	Demonstrate focus, physical control, coordination and accurate reproduction in performing locomotor and axial movements	DANCE 4	4 (35 min)

**TERM 1**

**ART & CRAFT**

**GRADE 6**

**THEME**

**HOME AND CELEBRATION (EXPRESSION)**

**LO 1**

**EXPRESS THEMSELVES THROUGH DRAWING, PAINTING, PRINTING AND PHOTOGRAPHY TO CONVEY FEELINGS, THOUGHTS AND EXPERIENCES**

**SC 1**

**Draw/ Paint faces and take pictures to depict various moods they experience and the situations**

**ACTIVITIES**

- ✿ Dramatize various moods or expressions using the face
- ✿ Look at friends faces, draw what they see
- ✿ Using a triptych draw three stages of expression from expressionless to chosen expression (joy/happiness, sorrow/sad, fear, surprise etc.)
- ✿ Photograph friends faces with various expressions

**ASSESSMENT**

- ✿ Choose a feeling, show the expression
- ✿ Paint the moods or experiences on the contour of faces
- ✿ Question pupils about their finished work
- ✿ Assess each others work
- ✿ Assess photographs- which photos are best? Discuss why? (discuss lighting, camera shake, over-exposure and expression)

## SC 2

### Make, discuss, explain and display free hand drawings and impressions

#### ACTIVITIES

- ✿ Create simple free hand drawings of feasts or festivals. (Isidore, Easter, Christmas, Carnival)
- ✿ Go on a field trip to the bay/ sea
- ✿ Draw/paint a scene from the bay – fisherman hauling in, unloading fish, people buying fish, weighing fish, boats, nets, etc.
- ✿ Discuss activities portrayed in the picture e.g. what? How? Why? When?
- ✿ Explain ways by which drawings/paintings could be improved upon

#### ASSESSMENT

- ✿ Complete paintings or drawings
- ✿ Question pupils about their paintings or drawings – soliciting from them their impression of their creation
- ✿ Sell their product orally to the class
- ✿ Display their paintings, drawings, pupils collectively evaluate each others' work

#### VOCABULARY

- ✿ Contour
- ✿ Expression
- ✿ Triptych
- ✿ Carnival
- ✿ Christmas
- ✿ Camera shake
- ✿ Lighting
- ✿ Exposure/over- exposure

## MATERIALS

- ✿ Pencils (carbon, coloured)
- ✿ Acrylic, tempera, powdered paint
- ✿ Ruler, eraser

## SC3

**Draw or paint to given dimensions using a scale  
egg. 1 cm<sup>2</sup> = 4cm etc.**

## ACTIVITIES

- ✿ Using a grid, pupils draw any picture indicated/picture of their choice
- ✿ Create a picture depicting a scene, your school, neighborhood the sunset/sunrise on graph paper
- ✿ Transfer a line graph picture to a blank sheet

## ASSESSMENT

- ✿ Pupils select a picture, drawing, place grid over it trace lightly then, draw picture
- ✿ Choose a scene from the environment. Make a rough sketch of the scenery on graph paper
- ✿ Display their work. Prepare a collage booklist with all their work

## SC 4

**Associate colour to mood, objects, celebrations  
(carnival, weddings, picnics, valentines)**

## ACTIVITIES

- ✿ Listen to a piece of music, use colour(s) to reflect their feelings
- ✿ Classify colours according to the time of day, current events, feelings
- ✿ Make a mosaic of the colours that are highlighted during specific events (sports day, carnival – costume, dawn etc)
- ✿ Design and display a costume worn during any of these (Christmas, Carnival, Easter etc)



## ASSESSMENT

- ✿ Pupils use a colour to depict how they feel
- ✿ Colour/paint at least one piece of work (scenes, picture, costume, activity or other)
- ✿ Explain their art work
- ✿ Prepare a mosaic of one of the following (costume, mask, dawn, dusk, carnival, meal at Christmas etc.)
- ✿ Answer questions about their work of art

**TERM 1**

**MUSIC**

**GRADE 6**

**LO1**

**IDENTIFY, DISCUSS AND APPRECIATE MUSIC BASED ON THE NOTES OF C & G MAJOR SCALE (SUNG OR PLAYED ON INSTRUMENTS)**

**SC1**

**Listen and recognize sharps and flats in a scale /pieces of music**

**ACTIVITIES**

✿ Exercises in playing a semitone higher or lower of a given note (I)

✿ Exercises in singing/ playing the chromatic scale (I)

✿ Exercises in completing phrases by adding missing notes (I) & (G)

**ASSESSMENT**

Sing the chromatic scale ascending / descending order. Sing a tone /semitone higher/ lower to a given pitch.

**SC2**

**Identify the duration of notes used in recorded music.**

**ACTIVITIES**

✿ Listen to recorded music and note where long/ short tones are used.(I)

✿ Represent the duration of tones in symbolic form (G) & (I)

✿ Notate rhythm and melodic extracts. (I) & (G)

**ASSESSMENT**

✿ Mark areas of long/ short tones in given melodic extracts.

✿ Write down the rhythmic notation of a given phrase

✿ Write down the melodic notation of a given phrase using solfa syllables or standard notes.

### **SC3**

#### **Identify the up and down movement (contour) of simple**

#### **ACTIVITIES**

✿ Exercises with musical extracts for students to react in an up down movement.(G) & (I)

✿ Draw the contours of melodic extracts. (I)

### **SC4**

#### **Participate in fun listening activities**

#### **ACTIVITIES**

✿ Provide a variety of fun listening games that engages dynamics, tempo, duration and pitch e.g. Get to your destination by listening to the change of dynamics, tempo, pitch, Discover an item by following the change of dynamics. (G)

#### **ASSESSMENT**

✿ Perform actions to indicate change of dynamics, tempo, duration and pitch

✿ Reproduce the part played by an instrument to create “chin” music

✿ (Participate in an ensemble by imitating vocally an instrument)

✿ Sing game songs

**TERM 1**

**DANCE**

**GRADE 6**

**LO1**

**DEMONSTRATE FOCUS, PHYSICAL CONTROL, COORDINATION AND ACCURATE REPRODUCTION IN PERFORMING LOCO MOTOR AND AXIAL MOVEMENTS**

**SC1**

**Showcase movements. Use dance vocabulary.**

**ACTIVITIES**

- ☀ Dance greeting- curtsy for girls or bow for boys
- ☀ Stretch to sky- as if reaching for a helium balloon near the ceiling, count to five and repeat. Stretch to the sides with a wide stance (W.)
- ☀ Do ankle/ foot rolls while seated on the floor, point and flex feet. While standing relevé and plié- repeat (x3) (W)
- ☀ Create, memorize and perform more complex sequences of movement with greater focus, force/ energy, and intent.
- ☀ Incorporate simple dance forms in dance phrases and studies (e.g. ABA form, more complex canon)
- ☀ Convey a wide range of feelings and expression through gestures, posture and movement in dance phrases

**ASSESSMENT**

- ☀ Demonstrate to rest of class a variety of loco motor and axial movements
- ☀ Use a dance vocabulary to explain movements

**SC2**

**Show dance relationships**

## ACTIVITIES

- ✿ Dance greeting- curtsy for girls or bow for boys
- ✿ Stretch to sky- as if reaching for a helium balloon near the ceiling, count to five and repeat. Stretch to the sides with a wide stance (W.)
- ✿ Do ankle/ foot rolls while seated on the floor, point and flex feet. While standing relevé and plié- repeat (x3) (W)
- ✿ Create sequences of movement showing a strong relationship between a dancer and his/ her **prop** (e.g. Chair, fabric, jump rope etc.
- ✿ Perform these sequences individually in front of peers and discuss
- ✿ Create sequences showing a strong relationship between 2 or more dancers (show the concepts of force and energy transfer through dance)
- ✿ Explore a relationship between accompanying music and dancers

## ASSESSMENT

- ✿ Collaborate with music students and create a dance performance (live accompaniments- drummers, percussive players, wind instrument player etc.)
- ✿ Perform a refined dance showing the above relationships (with props/ with each other/ with musicians)

## SC3

**Use Concepts of body isolation and weight-transfer to add dynamism to dance routines & build strength, control**

## ACTIVITIES

- ✿ Dance greeting- curtsy for girls or bow for boys
- ✿ Stretch to sky- as if reaching for a helium balloon near the ceiling, count to five and repeat. Stretch to the sides with a wide stance (W.)
- ✿ Do ankle/ foot rolls while seated on the floor, point and flex feet. While standing relevé and plié- repeat (x3) (W)
- ✿ Discuss the concept of isolation
- ✿ Do series of movements isolating the head, hips arms and hands
- ✿ Discuss the concept of weight transfer, balance and the other subject areas where one may find it (e.g. Science)
- ✿ Explain why the head is important to weight-transfer in the body
- ✿ Practice various movements that transfers weight from one leg to the other (e.g. Leg lifts, knee bends)

## ASSESSMENT

- ✿ Choreograph and perform a dance that includes balance, weight transfer and body isolation

## TERM 1

### DRAMA

### GRADE 6

#### LO 1

**DEMONSTRATE KNOWLEDGE OF BASIC THEATRE TERMS AND DRAMATIC ELEMENTS.**

#### SC1

**Demonstrate through movement various positions on stage**

#### ACTIVITIES

- ✿ Give simple instructions/directions to students using the various stage positions. E.g. place a table at centre stage etc.
- ✿ Call the stage position and let students go to the position.
- ✿ Discuss the importance of the Set and Back-Drop to a play. Record findings in journal.
- ✿ Draw stage and label positions in your drama journal.
- ✿ Identify props to be used by various community workers e.g. a policeman, a teacher, a doctor, etc.

#### SC2

**Demonstrate through the use of movement and voice the ideas and experiences gain by exploring the dramatic elements of our traditional custom, rituals and festivals. (e.g. story telling, coud-main)**

## ACTIVITIES

- ✿ Record in their journals
- ✿ Research the elements of our cultural forms  
egg. Story telling, coud main
- ✿ Research the elements of our cultural forms  
egg. Story telling, coud main
- ✿ Role play various aspects of cultural forms.
- ✿ Retell a story-Anancy

## SC3

**Demonstrate knowledge of some international terms/forms in drama and record in their journals**

## ACTIVITIES

- ✿ Research the amphitheatre
- ✿ Research Tragedy and Comedy in Greek drama
- ✿ Watch Movies -Romeo and Juliet/ Troy
- ✿ Explore some elements of drama

## VOCABULARY

- ✿ Dramatic elements
- ✿ Props
- ✿ Journals
- ✿ Story- telling
- ✿ Coud-main



<b>GRADE 6</b>		<b>Strand</b>	<b>Sessions</b>
<b>TERM TWO</b>			
<b>THEME:</b>	<b>BODY AND ANIMALS</b>		
AT1: LO 2	Use their knowledge of colour to undertake a group project to enhance a presentation for the public.	ART 1	4 (35 min)
AT:2 LO 2	Compose music in C and G Major scale.	MUSIC 2	4 (35 min)
AT:3LO 2	Use improvisation to convey messages and stories through body language, facial expression, gesture, mime and voice	DRAMA 3	4 (35 min)
AT:4 LO 2	Invent multiple possibilities to solve a given movement problem and develop the material into a short study	DANCE 4	4 (35 min)

**TERM 2**

**ART AND CRAFT**

**GRADE 6**

**THEME**

**BODY AND ANIMALS (COLOUR USAGE)**

**LO2**

**USE THEIR KNOWLEDGE OF COLOUR TO UNDERTAKE A GROUP PROJECT TO ENHANCE A PRESENTATION FOR THE PUBLIC**

**SC 1**

**Paint a Mural**

**ACTIVITIES**

- ☀ Read about murals in text book and discuss
- ☀ Write paragraph about murals
- ☀ Identify different types of murals
- ☀ Describe murals seen

**ASSESSMENT**

- ☀ Answer questions about murals
- ☀ Explain how a mural should be drawn and painted

**SC 2**

**Make a poster, enter a competition**

**ACTIVITIES**

- ☀ Discuss characteristics of a good poster
- ☀ Write slogans for a poster
- ☀ Identify best slogan in a group and give reasons
- ☀ Critique each others' work/poster

**ASSESSMENT**

- ☀ Create poster for a class competition

### **SC3**

#### **Colour scenery for a play**

##### **ACTIVITIES**

- ✱ Describe sceneries shown on video cassette
- ✱ Discuss observations
- ✱ Identify colours used in various scenes giving reasons
- ✱ Compare colour backdrop/ scenery for two plays

##### **ASSESSMENT**

Develop and give reasons for choosing a particular colour for a chosen theme e.g. Growth, Death, Carnival, Hospital, Rigid, or Nature

### **SC4**

#### **Colour models for an exhibition**

##### **ACTIVITIES**

- ✱ Mix colours to paint models, scenery,
- ✱ Create a game using colours
- ✱ Select an area in your school environment and discuss a plan/colour scheme for painting
- ✱ Select sketch and paint an area of your school building

##### **ASSESSMENT**

- ✱ Choose and discuss reasons for selecting colours for painting
- ✱ Display paintings for class exhibition
- ✱ Paint a mural
- ✱ Play word bingo with colour names
- ✱ Create a design depicting a cool, warm or dull scene

## SC5

**Make a variety of art / crafts items then demonstrate knowledge of colour for an exhibition**

### ACTIVITIES

- ☀ Identify colours associated with wet and dry seasons
- ☀ Sing songs associated with rain, sunshine e.g. "rain falling on my window panel Wet wet outside, Cold cold everywhere, So very dull on a rainy day"
- ☀ Go on a nature walk and identify the colours seen on a very dry day (warm colours)
- ☀ Do an imaginary phase and let students name colours seen/pictured on a rainy day (cool colours)
- ☀ Categorize colours

### ASSESSMENT

- ☀ Display chart with various colours
- ☀ Place colours under appropriate heading
- ☀ Compose a song about the colours on a wet or dry day

### ARTISTS

- ☀ Earl Etienne- Mural
- ☀ Diego Rivera- Mural

### VOCABULARY

- ☀ Category
- ☀ Warm Colours
- ☀ Mural
- ☀ Sketch
- ☀ Cool Colours
- ☀ Backdrop

**TERM 2**

**MUSIC**

**GRADE 6**

**LO 2**

**COMPOSE MUSIC IN C AND G MAJOR SCALE**

**SC1 & 2**

**Compose simple melodies in 'C' & 'G' Major using musical notes – crotchets, quavers and minims.**

**ACTIVITIES**

- ✱ Activities that require students to build on given motifs (extracts/ part of phrases) (I)
- ✱ Complete exercises in notes duration equivalent.(I)
- ✱ Notate self composed melodies on the music staff. (I)
- ✱ Transpose short phrases 'C Major' to 'G Major' and vice versa (G) & (I)

**ASSESSMENT**

- ✱ Complete phrase by adding more notes.
- ✱ Complete a piece of music by adding two or more phrases.
- ✱ Compose a piece of music by writing a motif in a variety of ways.
- ✱ Compose short melodies using the music staff

**SC 3**

**Compose to reflect various moods and events.**

**ACTIVITIES**

Use percussion instruments / recorder to play music that reflects

- ✱ different moods. (I)
- ✱ Compose short verses for given events e.g. Carnival, Marriage, Funeral/ Festival. (I) & (G)

**ASSESSMENT**

- ✱ Compose and perform a piece of music to reflect a specific mood using any genres. (calypso, reggae, jazz, hip hop, rap, etc.)

## TERM 2

### DANCE

### GRADE 6

#### L02

**INVENT MULTIPLE POSSIBILITIES TO SOLVE A GIVEN MOVEMENT PROBLEM AND DEVELOP THE MATERIAL INTO A SHORT STUDY**

#### SC1

**Describe and incorporate dance forms in dance studies. (E.g. In turmoil, relaxed, danger/ serenity) ability to coordinate movement with different musical rhythms/ tempo and styles.**

### ACTIVITIES

- ✿ Dance greeting- curtsy for girls or bow for boys
- ✿ Stretch to sky- as if reaching for a helium balloon near the ceiling, count to five and repeat. Stretch to the sides with a wide stance (W.)
- ✿ Do ankle/ foot rolls while seated on the floor, point and flex feet. While standing relevé and plié- repeat (x3) (W)
- ✿ Imitate animals movements and show contrast and unity (e.g. in turmoil, relaxed danger/serenity)
- ✿ Analyze movements observed and performed, using appropriate dance vocabulary
- ✿ Describe the elements of dance
- ✿ Use the various movements in a dance study/phrase

## ASSESSMENT

- ✿ Participate in creating a dance which reflects the element of dance
- ✿ Apply the knowledge of the element of dance and the craft of choreography to create a dance study (spatial design, variety, contrast, clear structure)

## SC2

**Solve a problem. Tell a story about conflict or peace using dance (gesture, movements in space, force /energy)**

- ✿ Watch a video clip from the internet showing Zulu dance at: [www.youtube.com/watch?v=IsT2iOw3bv8&feature=related](http://www.youtube.com/watch?v=IsT2iOw3bv8&feature=related)
- ✿ showing Martial arts/ Capeoira/ Stick fighting dance/ Zulu War Dance
- ✿ Dance greeting- curtsy for girls or bow for boys
- ✿ Stretch to sky- as if reaching for a helium balloon near the ceiling, count to five and repeat. Stretch to the sides with a wide stance (W.)
- ✿ Do ankle/ foot rolls while seated on the floor, point and flex feet. While standing relevé and plié- repeat (x3) (W)
- ✿ Imitate various movements/sequences from above video

## ASSESSMENT

- ✿ Create a dance telling a story of conflict
- ✿ Choreograph a dance showing a time of peace

## RESOURCE MATERIAL

- ✿ Large wooden mirrors
- ✿ Smooth wooden platform/ stage
- ✿ Tape /CD/DVD players and music extracts
- ✿ Selection of dancers costumes

## VOCABULARY

- ✿ Coordinate
- ✿ Rhythms
- ✿ Tempo
- ✿ Style
- ✿ Spatial design
- ✿ Elements of Dance
- ✿ Reliévé
- ✿ Plié



## TERM 2

### DRAMA

### GRADE 6

#### LO 2

**USE IMPROVISATION TO CONVEY MESSAGES AND RELATE STORIES THROUGH THE USE OF MOVEMENT OR BODY LANGUAGE, FACIAL EXPRESSION, GESTURE, MIME AND VOICE**

#### SC 1

**Improvise situations based on time: time of day, place - location, situation or a proverb, objects, or cultural event**

#### ACTIVITIES

☀ Use the voice in different ways to assume different characters

☀ Use body to imitate various animals and objects

Improvise situations on the following:

☀ Two friends walking in a park together

☀ Father and son having a discussion on a topic of interest.

☀ A mother showing concern for her daughter who is late in returning home.

☀ Two good friends having dinner

☀ Create improvisation using the following props: books, bracelets, lipsticks; cutlass, hat, bucket, broom

#### SC2

**Mime situations based on time of day, situation or incident, place- location/environment, or a proverb. (Mime is drama with actions but without words).**

## ACTIVITIES

Mime the following action:

- ✿ Knitting, sewing, playing the piano, brushing teeth etc.
- ✿ Making a cup of tea
- ✿ Cutting a hedge
- ✿ Repairing a radio or T.V.

## VOCABULARY

- ✿ Mime
- ✿ Proverb
- ✿ Improvise
- ✿ Body language

**GRADE 6**

**Strand**

**Sessions**

**TERM THREE**

**THEME:**

**WATER AND TRAVEL**

AT1: LO 3	Research products relevant to a problem and produce items to resolve the problem using a variety of materials.	ART 1	4 (35 min)
AT2: LO 3	Sing, play simple compositions to entertain others & critically analyze performances of self & others.	MUSIC 2	4 (35 min)
AT3: LO 3	Use (properties) Props/ lighting/sound effects to enhance dramatic action or convey messages	DRAMA 3	4 (35 min)

**OR**

AT3: LO 4	Create analyze an original piece to work, communicate messages, feelings & emotions	DRAMA 3	4 (35 min)
AT4: LO3	Identify and Compare traditional and contemporary dances of the Caribbean & international regions	DANCE 4	4 (35 min)

**TERM 3**

**ART AND CRAFT**

**GRADE 6**

**THEME**

**WATER AND TRAVEL (MATERIALS)**

**LO3**

**RESEARCH PRODUCTS RELEVANT TO A PROBLEM AND PRODUCE ITEMS TO RESOLVE THE PROBLEM USING A VARIETY OF MATERIALS**

**SC 1**

Follow and give instructions to make mats, doilies, baskets, cushions, bags, towels

**ACTIVITIES**

- ✿ Produce finished products following given instructions
- ✿ Use given patterns to create doilies, baskets, cushions, bags, towels

**ASSESSMENT**

- ✿ Explain to someone else the steps for producing items

**SC 2**

- ✿ Create and design costumes for a Carnival band, choir or drama group

**ACTIVITIES**

- ✿ Construct 3-D objects
- ✿ Create scenes for drama and describe costumes that would support it

**ASSESSMENT**

- ✿ Design and make costumes for school play
- ✿ Look at video and critique the costumes seen
- ✿ Display completed costumes

## SC 3

### SOLVE A VISUAL PROBLEM BY MAKING OBJECTS APPEAR 3-DIMENSIONAL THROUGH SHADING

#### ACTIVITIES

- ✿ Draw a shade still-life drawing of a shoe or bag
- ✿ Display and critique the drawing as a class

#### ASSESSMENT

- ✿ Look at a black and white picture with various tones and discuss shade, tones, cast shadow, highlight and medium tones

#### VOCABULARY

- ✿ Tones
- ✿ Cast shadows
- ✿ Highlight
- ✿ Medium tones
- ✿ Critique

#### MATERIALS

- ✿ Lamp
- ✿ Table
- ✿ Charcoal
- ✿ Pencil
- ✿ Yarn
- ✿ Wool
- ✿ Cord
- ✿ Straw/grasses
- ✿ Cloth

**TERM 3**

**MUSIC**

**GRADE 6**

**LO 3**

**SING, PLAY SIMPLE COMPOSITIONS TO ENTERTAIN OTHERS & CRITICALLY ANALYZE PERFORMANCES OF SELF & OTHERS**

**SC1**

**Sing the lyrics of their own composition**

**ACTIVITIES**

- ✿ Discuss and perform given song scores.(G) & (I)
- ✿ Prepare accompaniment for songs using percussion/recorders. (G)
- ✿ Participate in school performances. (G)
- ✿ Critique the compositions/ performances of individuals and group ensembles. (G)

**ASSESSMENT**

- ✿ Play a piece of music by reading it's score
- ✿ Choreograph to a given song

**Sc. 2 – 3**

**See Sc.1**

**SC4**

**Perform favourite musical pieces and songs to an audience**

**ACTIVITIES**

- ✿ Provide activities to show case students musical skills.
- ✿ Compose short warm ups for voice. (G)

## ASSESSMENT

- ✿ Sing short vocal warm up exercises for singing.
- ✿ Demonstrate the use of good pronunciation and articulation in singing.
- ✿ Use body movement to bring out the message /meaning of a song.

### TERM 3

### DANCE

### GRADE 6

### L03

### IDENTIFY AND ANALYZE TRADITIONAL AND CONTEMPORARY DANCES OF THE CARIBBEAN AND INTERNATIONAL REGIONS

### SC1

**Compare and contrast features of dances already performed from different Caribbean countries- describe the origin of the dances and show an awareness of its importance and function in our lives**

### ACTIVITIES

- ☀ Dance greeting- curtsy for girls or bow for boys
- ☀ Stretch to sky - as if reaching for a helium balloon near the ceiling, count to five and repeat. Stretch to the sides with a wide stance (W.)
- ☀ Do ankle/ foot rolls while seated on the floor, point and flex feet. While standing relevé and plié- repeat (x3) (W)
- ☀ Create memorize and perform more complex sequences of movement with greater focus, force/ energy
- ☀ Incorporate simple dance form in dance studies/ phrases
- ☀ Analyze dances of the past and present and use vocabulary of dance to explain movements
- ☀ Identify careers in dance and dance related fields (teacher, therapist, videographer, dance critic, choreographer – research activity for performances
- ☀ Describe the responsibilities a dancer has in maintaining health related habits (e.g. balanced nutrition, regular exercise, adequate sleep)



## ASSESSMENT

- ✿ Present visual/written research project on some Caribbean dances
- ✿ Participate in a solo/group dance incorporating Caribbean dance steps

## SC2

### Research features of traditional and Contemporary European and African Dance

- ✿ Show clip (from a video archive or from [www.youtube.com/watch?v=9RGrBah5xaA](http://www.youtube.com/watch?v=9RGrBah5xaA)) of Passada dancing from Mozambique and Angola
- ✿ Compare Passada dance (from Mozambique and Angola) with French Creole Zouk. Discuss
- ✿ Write a short research essay on a chosen African dance form.
- ✿ Research a brief history of ballet dance and the Alvin Ailey dance theatre

## ASSESSMENT

- ✿ Verbally express likes and dislikes of types of dance and the reasons why.

## TERM 3

### DRAMA

### GRADE 6

#### LO3

**USE (PROPERTIES) PROPS/ LIGHTING/ SOUND EFFECTS TO ENHANCE DRAMATIC ACTION OR CONVEY MESSEGES.**

#### SC1

**Use a prop(s) to create an improvisation.**

#### ACTIVITIES

- ✿ Select props and mime a situation centered around the props.
- ✿ Provide a proverb and let students develop an improvisation.
- ✿ Recite poems and perform action.
- ✿ Mime simple instructions E.g. go to the refrigerator take out of bottle of water, go to the cupboard and take a glass then pour a drink

#### SC2

**Use appropriate sound effects/ stage lighting to develop a character(s)**

#### ACTIVITIES

- ✿ Create a character that is an antagonist (or bad character)
- ✿ When the character enters/ dominates the scene create appropriate lighting. E.g. Spot light, house
- ✿ Lights/ bright/ low lights? Lights coming from below or above?

- \* Research and use appropriate sound effects/ noises/ music for the character
- \* Create a short play about the character or other characters he/she interacts with

**OR**

**LO4 CREATE AND ANALYSE AN ORIGINAL PIECE OF WORK TO COMMUNICATE MESSAGES, FEELINGS AND EMOTIONS**

**SC1 Use creative writing skills to create poems, calypsoes, short stories**

**ACTIVITIES**

- \* Recite and dramatize poem
- \* Write short stories
- \* Compose poems and calypsos.

**SC2 Analyze critically their own response and that of the audience(s) to the drama**

**ACTIVITIES**

- \* Make constructive criticisms and provide supportive comments of their performances and, that of their peers and any other performances.

**ACTIVITIES**

- \* Comment on performances of peers (What they liked or disliked? What was good? What was real or convincing? What they believed or did not?)

- ✿ Suggestion for improving the presentation. etc
- ✿ Attend a theatrical performance with parents, friends or class teacher for class discussion.
- ✿ View a DVD of a theatrical performance and give their opinion of performance.
- ✿ Visit or invite one who critiques plays/ drama in Dominica to talk to children about what he/ she does

### SC3

### Create or develop a portfolio or journal to record feelings and emotions

#### ACTIVITIES

- ✿ Record in your drama portfolio things you observe.
- ✿ Record feelings and thoughts of your drama sessions in your portfolio.
- ✿ Record the different types of make-up one may find in theatre and how they help create emotional reactions from the audience

#### VOCABULARY

- ✿ Journal
- ✿ Portfolio
- ✿ Analyze
- ✿ Convincing
- ✿ Antagonist
- ✿ Protagonist
- ✿ "Spot" light
- ✿ "House"/Flood lights
- ✿ Mime
- ✿ Proverb
- ✿ Props

## GLOSSARY

**A. Antagonist-** a character in a play/ drama who opposes, competes with the hero or protagonist E.g. Iago is the Antagonist of Othello in the play

**“Action”-** the command used to begin the action of the drama and the action within the scene or drama

**Analyze-** to examine carefully and critically to bring out the essential elements or essence of something

**B. backstage-** behind the stage in a theatre, especially in the wings or dressing rooms

**body language-** communication that is non-verbal and makes use of posture, gestures, and facial expressions

**C. complement-** two colours on opposite sides of the colour wheel, which when placed next to each other make both appear brighter.

**contrast:** to compare as to show differences between one thing and another

**carbon-** a non-metallic chemical element that is also referred to as graphite. We are able to draw with graphite or carbon in the form of pencils

**“camera shake”-** is a problem that occurs when taking photographs. When the shutter is open and the lens is moved the image will appear blurred.

**canon effect** – in a dance separate groups or parts can follow one another consecutively.  
**After or during** a group's performance/ phrase of movement

**convincing**- to be persuaded, assured (as an audience member) and appear worthy of belief (as an actor/ actress)

**cut**- the command used to stop the action of the drama.

**D.**

**E. expression (art)**- focuses more on emotional effects in art rather than on physical reality. Expressionism an art movement that started in Germany and came about as a reaction to previous art movements such as Impressionism, Naturalism and Positivism. Expressionism challenged the academic traditions.

**F. "found materials"**- E.g. Bamboo, found wood, Fish scales, Horse hair, Cow horns, shells, sea glass, Drift wood, Plant fibres ( Baqua, gwaflo), dried pods leaves, banana leaves

**"Freeze"**- when "freeze" is used in a theatre context everyone must stop absolutely still like a statue

**flood lights**- uniform illumination over a large given area e.g. Flood lights on a stage or ball park

**H. Hue**- a variety of colour or tint

**housetlights**- The lights providing general illumination of the stage of a theatre.

**M.** **mime-** to show characters and situations by using gesture and body movement without use of the voice

**mural-** a large photograph affixed or picture painted directly onto a wall

**O.** **offstage-** off of the stage or waiting in the wings away from the audience

**P.** **primary colours-** a colour such as red, yellow or blue, that in mixture makes another colour (a secondary colour).

**protagonist-** the main or leading character in a play/ drama

**props (properties)-** movable object used on the set of a theatre production/ play/ movie that is used by actors and enhances that action of the play.

**proverb-** A wise saying/ useful thought/ adage

**S.** **shadow-** A shadow is the dark area seen when an obstruction by an opaque objects occurs and direct light cannot be reached. It can occur on an object on the opposing side where the light falls and on the surface where the object stands.

**saturation-** Is the amount of grey in a particular colour. A colour with little grey is highly saturated. A colour with more grey is less saturated.

**slogan-** A catchy phrase

**shades-** A mixture of a colour with black. Varying amounts of black will make lighter or darker shades

**secondary colours-** A Secondary colour is a colour made by mixing two primary colours together. E.g. red and yellow makes orange, yellow and blue produces green or red and blue makes purple.

**spot light-** A strong directly focused light usually meant to highlight a particular spot, person, object or group. Adds to dramatic the effect of a play/ drama

**T. triptych-** A set of three panels (or compartments) side by side, displaying containing pictures/ paintings, carvings etc.

**tint-** a variation of a colour (hue) or a colour to which white is added.

**U. unity-** state of oneness; parts of a whole.

**W. warm colours-** Are reds, oranges, and yellows. Colours with more red hues in it can be considered warm. However, there are also warm and cool versions of the above colours.