

Dear Parents/Guardians,

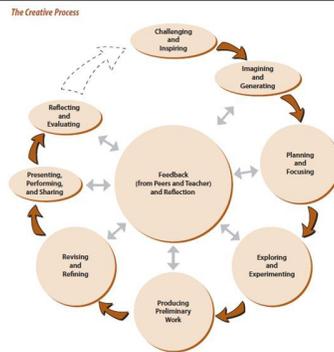
Below is an outline of a plan to inform you of what the focus will be for Music and Drama for **Term 1**, with the understanding that this is a working document that can change. Teaching strategies and assessment methods have also been included. As always, please don't hesitate to contact me should you have any questions. *Music and Drama Teacher, Ms. McCabe*

Subject/Curriculum Expectations	Teaching Strategies	Assessment Methods
<p>Grade 8 Music Big Ideas:</p> <ol style="list-style-type: none"> 1. Creating and Performing: applying the creative process to create and perform music for a variety of purposes, using the elements and techniques of music 2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences <p>In Grade 8 Music Students will:</p> <ul style="list-style-type: none"> ● sing and/or play, in tune, music in unison and in two or more parts from a variety of cultures, styles, and historical periods ● apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose independently and in small groups (small group weekly performances) ● Play, in tune a variety of pieces and styles of music building on combinations of the Bflat concert scale and exploring other scales, such as the blues scale ● apply the elements of music for a specific effect or clear purpose (improvise a simple melody over a 12-bar blues progression; arrange a piece of their choice from their method 	<p>Whole group ensemble instruction, call and response, breaking down 8 notes of the Bflat concert scale</p> <p>Modeling on a variety of instruments proper playing techniques and techniques of musicianship on a daily basis with individual instruction when needed</p> <p>Small Group Breakouts to develop techniques on instruments (instrumentation and GarageBand)</p> <p>Conferences with teacher in instrumental sectional</p>	<p>Observations and Conversations involving feedback with students</p> <p>Anecdotal based on partner playing tests involving B flat concert scale, and small group rhythm sections</p> <p>Conferences following playing tests with self reflection</p> <p>Conferences to help build confidence for taking risks when improvising</p> <p>Critical Analysis Process for small ensemble performances when</p>

- book for a quartet of mixed instruments)
- create musical compositions (rhythm or notations) in a variety of forms for specific purposes and audiences (write lyrics and a melody using GarageBand)
- use the tools and techniques of musicianship in musical performances: blend, articulation, phrasing,
- demonstrate an understanding of standard and other musical notation through performance and composition (using Bflat concert scale or the blues scale)
- identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members by setting a goal to improve their performance skills, reflect on how successfully they attained their goal

*Image: Arts Curriculum
All Grades, click to expand*

The Creative Process
(Ontario Arts Curriculum, 2009, p. 20)



Ideas Underlying the Arts Curriculum:

1. Developing Creativity
2. Communicating
3. Understanding Culture
4. Making Connections

groups to develop Bflat concert scale and the blues scale

Co-Creating Criteria for 12 Bar Blues

Sight Reading: Rhythm and Staff Notation

Whole Class 8 note sight reading and performing

Sight Reading Rhythm and Bflat concert scale, including the Blues scale

Modeling and Direct Teaching used alongside co-created criteria

Descriptive feedback used in assessment and assignment; student can develop strengths and areas for improvement in self reflection

Turn and Talk for note recognition and development of reading on the staff

learning to play the Bflat concert scale and improvise

Rhythm Composition in a variety of time signatures

Theory Assessment

Music Artist Article Reflection

GarageBand Composition

Self Reflection from performing and creating rhythms in a variety of time signatures

Reflection based on analysing the creative process: *(Image: Arts Curriculum All Grades, click to expand)*

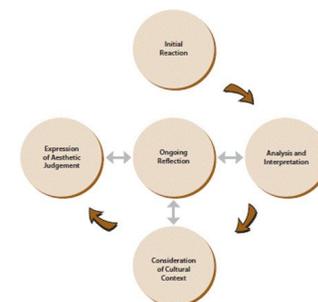
Music and the Critical Analysis Process - all grades

Using the critical analysis process will enable students to:

- respond knowledgeably and sensitively to their own and others' drama and music, and other works of art
- make connections between their own experiences and works in the arts, between different art forms, and between art works and the lives of people and communities around the world
- develop, share, and justify an informed personal point of view about works in the arts; music and drama
- demonstrate awareness of and appreciation for the importance of dance, drama, music, and visual arts in society

Turn and Talk during small group breakouts when developing ideas for improvising on the blues scale

- Gradual Release Cycle for the Arts:
- Co-Create
 - Model and Example
 - Share and Perform
 - Share and Create
 - Peer Feedback
 - Self Feedback
 - Teacher Feedback



Grade 8 Drama Big Ideas

1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives

ELEMENTS OF DRAMA

- role/character: analysing the background, motivation, speech, and actions of characters to build roles; using voice, stance, gesture, and facial expression to portray character
- relationship: analysing relationships to develop the interplay between characters
- time and place: using props, costumes, and furniture to establish setting; modifying production elements to suit different audiences

Whole group drama exploration, individual and small groups

Differentiating during drama games and warm ups - with a focus on multiple perspectives in and out of role, using green screening to model examples from students

Small performance groups where teacher leads and models, followed by student examples

Observations

Checklists

Anecdotal for individual performances

Open feedback to small groups and class discussion

Rubrics

Performance, student elected and chosen groups

<ul style="list-style-type: none"> • tension: using various stage effects to produce specific audience reactions • focus and emphasis: using a wide range of devices to highlight the central theme for the audience; making deliberate artistic choices to sharpen focus <p>In Grade 8 Drama Students will:</p> <ul style="list-style-type: none"> • engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities • demonstrate an understanding of the elements of drama by selecting and manipulating multiple elements and conventions to create and enhance a variety of drama works and shared drama experiences • plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role • communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids for specific purposes and audiences • communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids for specific purposes and audiences 	<p>Collaborative work, in groups guided by the teacher</p> <p>Shared learning goals/big ideas</p> <p>Co-created success criteria for developing characters in role</p> <p>Co-Created success criteria for using WeVideo and green screening</p> <p>Co-Created success criteria for planning and shaping the direction of the drama and performance</p> <p>*Use green screen technology as a modeling tool to adjust and be flexible with co-created criteria, explore criteria as an evolving concept when interacting in the arts</p>	<p>Self-assessment, including reflections following performances identifying strengths and areas for improvement</p> <p>Use green screen as a place of reflection, to view one's own performance and be able to set goals for next time</p> <p>Self assessment is used as a tool to build confidence for future risk taking - document self assessment and use for future reflection</p>
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