

Performing Arts Addendum

Signs and Symbols

What do we want to learn? (Outcomes)		How best will we learn? (Learning engagements/activities)	How will we know what we have learned? (Assessment tools and strategies)	
Understandings	Skills	Strands	Strategies	Tools
<ul style="list-style-type: none"> • Listens and recognizes loud and soft sounds • Recognizes high, middle and low sounds • Recognizes thick and thin texture 	<p>Thinking</p> <ul style="list-style-type: none"> • Acquisition of knowledge • Comprehension • Application <p>Communication</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Viewing • Presenting <p>Research</p> <ul style="list-style-type: none"> • Formulating questions • Observing <p>Self mngmnt.</p> <ul style="list-style-type: none"> • Gross-motor skills • Fine motor skills • Spatial awareness • Time management • Safety • Codes of behaviour • Informed choices <p>Social</p> <ul style="list-style-type: none"> • Accepting responsibility • Respecting others • Co-operating • Resolving conflicts • Group decision making 	<ul style="list-style-type: none"> • Students inquired into the meaning of musical signs such as treble clef, bass clef forte (f) loud, piano (p) soft crescendo < - getting louder decrescendo > - getting softer as well as the length of notes – long and short • Students explored loud - soft, crescendo – decrescendo, long – short on tuned and untuned percussion. • Aurally, students were able to recognize sounds for sit down, stand up, turn around. • Students able to discern between two instruments played together compared with a large band or orchestra (aural and visual) • Students were able to demonstrate their knowledge of musical signs and symbols at Student Led Conference. 	<ul style="list-style-type: none"> • Observations • Performance assessments 	<ul style="list-style-type: none"> • Rubrics • Anecdotal records