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| Bundle Summary | | | | |
| Last Updated: | March 2024 | | Estimated Bundle Minutes: | 2 x 30 – 45 mins  (Each lesson or can be adapted and broken into smaller chunks of time) |
| **General Description of Bundle** | | | **Bundle Contents** | |
| Essential Question(s): | Lesson 1: Why do composers write music?  Lesson 2: What will your animal look like? | | Holistic Curriculum documents  PowerPoint with MP3 selections of “*Wild Symphony*”  Book: “*Wild Symphony*”  Blackline masters | |
| This lesson plan bundle is designed to introduce learners to “*Wild Symphony*” by Dan Brown. It is recommended these lessons be completed sequentially, but they may also stand alone. | | |
| Curriculum Mapping | | | | |
| **Lesson 1**  **Music and Explore Your World** | | | | |
| **Music**  **Strand**: Create  **Big Idea**: Aural Literacy  **Skill Descriptor**: Explore the elements of music to develop aural literacy using a variety of sound sources and repertoire.  **Achievement Indicators**:   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Distinguish between same/different, fast/slow, high/low, loud/soft, long/short (legato/staccato) and singing/speaking voice | Describe melodic direction using words and contour mapping | Identify same and different form |   **Strand: Connect**  **Big Idea**: Art and Culture  **Skill Descriptor**: Explore the role of music in creating, expressing, recording, and reflecting culture and human experiences.  **Achievement Indicators**:   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Discuss reasons for why a piece of music exists. | | Discuss music at school, at home, in the community and other places. |   **Strand: Communicate**  **Big Idea**: Reflect and Respond  **Skill Descriptor**: Explore and discuss artistic intent in their own and other’s expressive works.  **Achievement Indicators**:   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Discuss why artists are motivated to create. | | | | Demonstrate how to be a good listener and audience member. | | | | Describe feelings inspired by music | Share ideas and feelings with others when making music | Describe personal experiences using music with emphasis on the elements of music | | Describe what feeling(s) a composer means to convey when listening to music | Describe what feelings and/or ideas a composer meant to convey when listening to music | Determine what feelings and/or ideas a composer meant to convey when listening to music | | Discuss own and others’ work using the language of music | | Describe their own and others’ music-making with emphasis on the elements of music | | | **Explore Your World**  **Strand**: Literacies and Communications  **Big Idea**: Communicative Practices  **Skill Descriptor**: Explore multiple languages.  **Achievement Indicator**   * Identify local and home languages, including English and French, Wolastoqey, Mi’kmaq, and American Sign Language.   **Big Idea**: Multimodal Literacies  **Skill Descriptor**: Communicate in multiple languages using strategies for meaning making.  **Achievement Indicator**:   * Use language play, actions, signs, imagery, and novel vocabulary to explore communications in multiple languages where appropriate.   **Strand**: Play and Playfulness  **Big Idea**: Exploration and Problem Solving  **Skill Descriptor**: Gather evidence to create and answer questions.  **Achievement Indicators:**   * Investigate and collect information to create and answer questions. * Invent approaches to solving practical problems. | | |
| **Lesson 2**  **Visual Art and Explore Your World** | | | | |
| **Visual Art**  **Strand: Create**  **Big Idea**: Exploration and Process  **Skill descriptor**: Explore the elements of art and principles of design to develop skills, language, techniques, and processes.  **Achievement Indicators**:   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Name different kinds of lines in art and the environment | Describe different kinds of line in art and the environment | Use different kinds of lines with intentionality | | Identify geometric and organic shapes in art and the environment | Name and create geometric and organic shapes in art and the environment | Combine basic shapes to create images | | Describe horizontal lines | Experiment with “off-the-page,” where an image extends beyond the page | Experiment with overlap of objects | | Describe the texture of familiar objects | Experiment with transfer of texture | Experiment with creating texture | | Describe colour choices | Experiment with mixing colours | Mix primary colours to create secondary colours  Mix tints to lighten and shades to darken | | Describe lights and darks in artworks | | Identify and use warm and cool colours for effect | | Manipulate materials to create sculptures | Extend sculptural exploration | Create sculptural works | | Use materials and tools safely | | |   **Big Idea**: Application and product  **Skill descriptor**: Create and present expressive work for a range of audiences and purposes using a variety of media including technology.  **Achievement Indicators**:   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Create representations of subjects by practicing careful observation | | | | Create art related to imagination, fantasy, and/or mood | | | | Identify elements of art and principles of design in artwork | | | | | **Explore Your World**  **Strand: Literacies and Communications**  **Big Idea**: Multimodal Literacies  **Skill Descriptor**: Communicate in multiple languages using strategies for meaning making.  **Achievement Indicator**:   * Use language play, actions, signs, imagery, and novel vocabulary to explore communications in multiple languages where appropriate.   **Strand: Play and Playfulness**  **Big Idea**: Exploration and Problem Solving  **Skill Descriptor**: Gather evidence to create and answer questions.  **Achievement Indicators:**   * Investigate and collect information to create and answer questions. * Invent approaches to solving practical problems. | | |

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| Lesson Plan: Music and Explore Your World | | | |
| **Lesson #1:** | Why do composers write music? | **Estimated Lesson Minutes:** | 30 – 45 mins |
| **Learner materials and links for this lesson:** | | **Background materials and links for educators:** | |
| Cardstock Animals  *(Print the PowerPoint as 2 slides per page on cardstock. Make as many copies as necessary for each learner to have 2 – 3 cards for the last activity.)* | |  | |
| **Skill Descriptor(s) and Achievement Indicator(s)** | | **Vocabulary** | |
| **Music**  **Skill Descriptor**: Explore the elements of music to develop aural literacy using a variety of sound sources and repertoire.  **Achievement Indicators**:   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Distinguish between same/different, fast/slow, high/low, loud/soft, long/short (legato/staccato) and singing/speaking voice | Describe melodic direction using words and contour mapping | Identify same and different form |   **Skill Descriptor**: Explore the role of music in creating, expressing, recording, and reflecting culture and human experiences.  **Achievement Indicators**:   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Discuss reasons for why a piece of music exists. | | Discuss music at school, at home, in the community and other places. |   **Skill Descriptor**: Explore and discuss artistic intent in their own and other’s expressive works.  **Achievement Indicators**:   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Discuss why artists are motivated to create. | | | | Demonstrate how to be a good listener and audience member. | | | | Describe feelings inspired by music | Share ideas and feelings with others when making music | Describe personal experiences using music with emphasis on the elements of music | | Describe what feeling(s) a composer means to convey when listening to music | Describe what feelings and/or ideas a composer meant to convey when listening to music | Determine what feelings and/or ideas a composer meant to convey when listening to music | | Discuss own and others’ work using the language of music | | Describe their own and others’ music-making with emphasis on the elements of music |   **Explore Your World**  **Skill Descriptor**: Explore multiple languages.  **Achievement Indicator:**   * Identify local and home languages, including English and French, Wolastoqey, Mi’kmaq, and American Sign Language   **Skill Descriptor**: Communicate in multiple languages using strategies for meaning making.  **Achievement Indicator**:   * Use language play, actions, signs, imagery, and novel vocabulary to explore communications in multiple languages where appropriate*.* | | **Elements of Music**:   * Melody * Rhythm/Duration * Harmony * Texture * Timbre * Form * Tempo * Dynamics * Articulation   *(It may be helpful to have these visible in the classroom so learners may refer to them)* | |
| Develop understanding (Prior knowledge/pre-assessment) | | | |
| (10 - 15 mins)   1. Introduce “*Wild Symphony*” by Dan Brown. Share with learners that each animal represented in the book has an accompanying piece of music or “Movement” in the symphony. 2. Read the text of “*Wild Symphony*” aloud. 3. Using the PowerPoint provided, share the names of the animals. Educators may want to ask learners if they know the name of the animals in a language not represented in the PowerPoint. 4. Share with the learners that they will be listening to a part or “movement” of this music. 5. Ask learners to determine what it means to be a ‘good listener’ or good audience member. *Write these ideas where learners can see them.* | | | |
| **Description of Formative Assessment** | | **Achievement Indicator(s) Assessed** | |
| * Educator observation of discussion participation * Co-constructing expectations for listening and being part of an audience | | **Music**   * Demonstrate how to be a good listener and audience member.   **Explore Your World**   * Identify local and home languages, including English and French, Wolastoqey, Mi’kmaq, and American Sign Language. * Use language play, actions, signs, imagery, and novel vocabulary to explore communications in multiple languages where appropriate. | |
| Engage | | | |
| (10 – 20 mins)   1. Select one movement of the symphony and listen to the excerpt. 2. Ask learners to demonstrate the criteria they co-constructed about being good listener and audience member. (*Each movement is less than three minutes in length*) 3. Engage learners in a discussion about their thoughts about the music.    1. What did they hear?    2. What instruments were featured?    3. How loud/soft was the music?    4. Were there high notes or low notes?   *Track these observations on chart paper or whiteboard. (You may want to play the excerpt more than once to help learners identity elements of music)*   1. Engage learners in a discussion about why the composer wrote this music.    1. Why would someone choose to write music without any words?    2. How is the listener supposed to know what animal is being represented?    3. Are there clues?   *Encourage learners to use the elements of music connect to the elements described earlier to connect their ideas. For example, the elephant must walk very heavy as the music is very loud*.  **Note**: Steps 3 & 4 can be done multiple times with multiple excerpts. | | | |
| **Description of Formative Assessment** | | **Achievement Indicators(s) Assessed** | |
| * Educator observation of listening habits * Tracking use of elements of music through discussion * Educator observation of connecting elements of music to sounds/music heard | | **Music:**   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Distinguish between same/different, fast/slow, high/low, loud/soft, long/short (legato/staccato) and singing/speaking voice | Describe melodic direction using words and contour mapping | Identify same and different form |  |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Discuss reasons for why a piece of music exists. | | Discuss music at school, at home, in the community and other places. |  |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Discuss why artists are motivated to create. | | | | Demonstrate how to be a good listener and audience member. | | | | Describe feelings inspired by music | Share ideas and feelings with others when making music | Describe personal experiences using music with emphasis on the elements of music | | Describe what feeling(s) a composer means to convey when listening to music | Describe what feelings and/or ideas a composer meant to convey when listening to music | Determine what feelings and/or ideas a composer meant to convey when listening to music | | Discuss own and others’ work using the language of music | | Describe their own and others’ music-making with emphasis on the elements of music |   **Explore Your World:**   * Use language play, actions, signs, imagery, and novel vocabulary to explore communications in multiple languages where appropriate*.* | |
| Demonstrate competence | | | |
| 1. – 15 mins) 2. Give each learner 2 – 3 animal cards. Tell the learners to keep them secret! Don’t tell anyone what animals you have! 3. Either one by one, in pairs or in small groups, learners play “Silent Charades” to try to represent one of the cards they were given. The ‘actor’ will act out the animal on the card.    1. What will they do with their body to represent the animal?    2. How does the animal walk?    3. What movements might it make?    4. How can you represent big/small? 4. If a learner guesses correctly, ask them how they figured it out – encouraging learners to use the elements of music to describe what they saw. | | | |
| **Description of Assessment (Formative/Summative)** | | **Achievement Indicators(s) Assessed** | |
| * Tracking use of elements of music through discussion * Educator observation of connecting elements of music to sounds/music heard | | **Explore Your World:**  Use language play, actions, signs, imagery, and novel vocabulary to explore communications in multiple languages where appropriate. | |
| Extension | | | |
| Ask learners to share examples of music where they may have previously encountered this concept of music representing a person, place, or thing. | | | |
| Adjustments | | | |
| Discussion elements can be broken up into more than one learning session depending on the learner interest and ability to engage in discussion. | | | |

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| Lesson Plan: Visual Art and Explore your World | | | |
| Lesson #2: | What will your animal sculpture look like? | Estimated Lesson Minutes: | 20 – 30 mins + time to sculpt and self assess |
| **Learner materials and links for this lesson:** | | **Background materials and links for educators:** | |
| Clay, plasticine, playdough, or other sculpting materials  Miscellaneous crafting items  K – 2 Sculpting My Animal  K – 2 Sample Rubric | |  | |
| **Skill Descriptor(s) and Achievement Indicator(s)** | | **Vocabulary** | |
| **Visual Art**  **Skill descriptor**: Explore the elements of art and principles of design to develop skills, language, techniques, and processes.  **Achievement Indicators**:   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Name different kinds of lines in art and the environment | Describe different kinds of line in art and the environment | Use different kinds of lines with intentionality | | Identify geometric and organic shapes in art and the environment | Name and create geometric and organic shapes in art and the environment | Combine basic shapes to create images | | Describe horizontal lines | Experiment with “off-the-page,” where an image extends beyond the page | Experiment with overlap of objects | | Describe the texture of familiar objects | Experiment with transfer of texture | Experiment with creating texture | | Describe colour choices | Experiment with mixing colours | Mix primary colours to create secondary colours  Mix tints to lighten and shades to darken | | Describe lights and darks in artworks | | Identify and use warm and cool colours for effect | | Manipulate materials to create sculptures | Extend sculptural exploration | Create sculptural works | | Use materials and tools safely | | |   **Skill descriptor**: Create and present expressive work for a range of audiences and purposes using a variety of media including technology.  **Achievement Indicators**:   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | | Create representations of subjects by practicing careful observation | | | | Create art related to imagination, fantasy, and/or mood | | | | Identify elements of art and principles of design in artwork | | |   **Explore Your World**  **Skill Descriptor**: Communicate in multiple languages using strategies for meaning making.  **Achievement Indicator**:   * Use language play, actions, signs, imagery, and novel vocabulary to explore communications in multiple languages where appropriate.   **Skill Descriptor**: Gather evidence to create and answer questions.  **Achievement Indicators:**   * Investigate and collect information to create and answer questions. * Invent approaches to solving practical problems. | | **Elements of Art** including Line, shape, Space, Texture, Colour, Value, Form  **Principles of Design** including Balance, Variety, Unity, Repetition, Pattern, Hierarchy, Scale, Emphasis, Contrast, Movement, Rhythm, White Space, etc.  *It may be helpful to have these visible in the classroom so learners may refer to them.* | |
| Develop understanding (Prior knowledge/pre-assessment) | | | |
| (10 – 15 mins: This may be shorter if preceded by lesson 1)   1. Introduce “*Wild Symphony*” by Dan Brown. Share with learners that each animal represented in the book has an accompanying piece of music or “Movement” in the symphony. 2. Read the text of “*Wild Symphony*” aloud. 3. Using the PowerPoint provided, listen to 2 – 3 excerpts of the animals represented in the symphony. (Each movement is less than three minutes in length)   *Note: Educators can remind learners about what it means to be a ‘good listener’ or good audience member if lesson 1 precedes lesson 2*. | | | |
| **Description of Formative Assessment** | | **Achievement Indicator(s) Assessed** | |
| Educator observation | | Reinforce understandings from Lesson 1 | |
| Engage | | | |
| (10 – 15 mins)   1. After listening to each excerpt, ask learners to think about what influenced the illustrator to create the animal.    1. What do learners hear?    2. Are there clues about the animal? *Write these ideas where learners can see them*.   *If Lesson 1 precedes Lesson 2, the educator may want to remind learners of the elements of music and instead refer to notes captured in Lesson 1.*   1. Referring to the Elements of Art and the Principles of Design, ask learners to think about why the illustrator created the animal in that way.    1. Why did they choose that colour?    2. What about the lines? *Write these ideas where learners can see them*. 2. Engage learners in discussion about what questions the illustrator must ask to determine what the animal will look like. | | | |
| **Description of Formative Assessment** | | **Achievement Indicators(s) Assessed** | |
| Educator observation, discussion | | **Visual Art:**   |  |  | | --- | --- | | Kindergarten | Grade 1 | | Name different kinds of lines in art and the environment | Describe different kinds of line in art and the environment | | Identify geometric and organic shapes in art and the environment | Name and create geometric and organic shapes in art and the environment | | Describe horizontal lines |  | | Describe the texture of familiar objects |  | | Describe colour choices |  | | Describe lights and darks in artworks | |   **Explore Your World:**   * Use language play, actions, signs, imagery, and novel vocabulary to explore communications in multiple languages where appropriate. * Investigate and collect information to create and answer questions*.* | |
| Demonstrate competence | | | |
| (Up to 60 mins – may be broken into shorter work periods)   1. For this activity, learners are invited to sculpt an animal from the symphony, another animal that is interesting to them or a ‘new’ animal. 2. Engage learners in a discussion about what success will look like. How will they know they have been successful in the creation of the animal? **Sculpting My Animal** is provided as an example. 3. Provide materials for learners to create their own animal.   *Grade 2 learners may need to revisit some of the achievement indicators (ex: what is a primary colour?)*   1. Using the **K – 2 Sample Rubric** template, learners will self assess the animal after it is created. | | | |
| **Description of Assessment (Formative/Summative)** | | **Achievement Indicators(s) Assessed** | |
| Educator observation  K – 2 Sample Rubric | | **Visual Art:**   |  |  |  | | --- | --- | --- | | Kindergarten | Grade 1 | Grade 2 | |  | | Use different kinds of lines with intentionality | | Combine basic shapes to create images | | Experiment with overlap of objects | | Experiment with creating texture | | * Mix primary colours to create secondary colours * Mix tints to lighten and shades to darken | | Identify and use warm and cool colours for effect | | Manipulate materials to create sculptures | Extend sculptural exploration | Create sculptural works | | Use materials and tools safely | | |  |  | | --- | | Kindergarten – Grade 2 | | Create representations of subjects by practicing careful observation | | Create art related to imagination, fantasy, and/or mood | | Identify elements of art and principles of design in artwork |   **Explore Your World**   * Use language play, actions, signs, imagery, and novel vocabulary to explore communications in multiple languages where appropriate. * Invent approaches to solving practical problems. | |
| **Extension** | | | |
| Ask learners to provide feedback on a friends work. | | | |
| **Adjustments** | | | |
| Provide the option to draw an animal rather than sculpt. | | | |

**Please note:**

*This plan and all related resources are provided for educational purposes only and cannot be used outside the context of education or training. These resources are for school use only.*

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