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| Bundle Summary | | | | |
| Last Updated: | March 2024 | | Estimated Bundle Minutes: | Lesson 1:  30 – 45 min + time to compose + time to perform and reflect  Lesson 2:  30 mins + outdoor exploration time + time to create + time to reflect. |
| **General Description of Bundle** | | | **Bundle Contents** | |
| Essential Question(s): | Lesson 1: What are some things we can do to prepare for a performance?  Lesson 2: What are the features of our area that can be demonstrated on a map? | | 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. | | |
| Curriculum Mapping | | | | |
| **Lesson 1**  **Music and Personal Wellness** | | | | |
| **Music**  **Strand: Create**  **Big Idea**: Composition  **Skill Descriptor**: Apply the elements of music to compose music using a variety of sound sources and repertoire.  **Achievement Indicators**:   * Express thoughts, experiences, and/or feelings by composing and singing/performing (alone and with others) using standard and adapted notation. * Improvise, compose, and perform (alone and with others) short melodies and rhythms using voice and/or instrument(s)   **Big Idea**: Aural Literacy  **Skill Descriptor**: Apply the elements of music to develop aural literacy using a variety of sound sources and repertoire.  **Achievement Indicators**:   * Distinguish between step, skip and leap. * Identify and classify sound production of common classroom instruments.   **Big Idea**: Application and Performance  **Skill Descriptor**: Create and present expressive products for a range of audiences and purposes.  **Achievement Indicators**:   * Perform rhythm accurately adding ti tica, tica ti, whole note, whole rest, and dotted half note. * Sing and/or play accurately a variety of articulation. * Sing on pitch (alone and with others) accurately adding high do, low la, and low so using call and response form. * Sing and/or play ostinato accompaniment. * Sing/play (alone and with others) with emphasis on reading notation, range, and complex textures including round, canon, ostinato, and harmony.   **Strand: Communicate**  **Big Idea**: Reflect and respond.  **Skill Descriptor**: Reflect on and respond to artistic intent in their own and others’ expressive works.  **Achievement Indicators**:   * Describe their own and others’ music-making with emphasis on the elements of music. * Share ideas and feelings with others during music-making. * Explain decisions about own music-making using terminology from the elements of music. * Respond to music with emphasis on the elements of music. * Demonstrate respect for the responses of others to music. | | **Personal Wellness**  **Strand**: Mental Fitness  **Big Idea**: Positive Mental Health  **Skill Descriptor**: Explore the importance of talking about emotions and emotional responses.  **Achievement Indicators**:   * Describe positive and negative feelings. * Talk about feelings comfortably. * Recognize the feelings of others. * Describe emotional responses and their influence on behaviour.   **Big Idea**: Mental Health Strategies  **Skill Descriptor**: Demonstrate self-calming strategies to regulate emotional reactions.  **Achievement Indicators**:   * List self-calming strategies * Demonstrate self-calming strategies | | |
| **Lesson 2**  **Visual Art and Social Studies** | | | | |
| **Visual Art**  **Strand**: Create  **Big Idea**: Exploration and Process  **Skill Descriptor**: Apply the elements of art and the principles of design to develop skills, language, techniques, and processes.  **Achievement Indicators**:   * Use directionality of line for a variety of purposes * Create with geometric and organic shapes. * Create the illusion of depth by adjusting the size of shapes. * Identify and describe foreground, middle ground, and background. * Create and describe real versus illusory texture. * Explore techniques to represent and create texture. * Explore relationships of colour on a colour wheel * Identify complementary colours. * Explore contrast using value or colour. * Mix and experiment with tints and shades. * Describe and construct 3D works using a variety of tools, materials, and techniques. * Use materials and tools safely.   **Strand: Connect**  **Big Idea**: Art and Culture  **Skill Descriptor**: Discuss the role of visual art in creating, expressing, recording, and reflecting culture and human experiences.  **Achievement Indicators**:   * Discuss ways visual art is a universal means of expression. * Describe ways artists use a variety of approaches/media when making art. * Discuss the reasons people create art. * Discuss art and artists within the local community.   **Strand: Communicate**  **Big Idea**: Reflect and Respond  **Skill Descriptor**: Reflect on and respond to artistic intent in their own and others’ expressive works.  **Achievement Indicators**:   * Discuss artwork using elements of art and principles of design. * List reasons why artwork is created. * Explain reasons for personal decisions during the art-making process. * Discuss personal intentions in creating art objects. | | **Social Studies**  **Strand**: Geography  **Big Idea**: Places and Regions  **Skill Descriptor**: Use evidence to investigate major physical features, climates and vegetation of New Brunswick and the Atlantic Region  **Achievement Indicators**:   * Map the major physical features of their province and the Atlantic region. * Describe basic climate and vegetation patterns of the Atlantic region. * Compare the vegetation in New Brunswick with other Atlantic provinces.   **Big Idea**: Human Systems and Interactions  **Skill Descriptor**: Describe Wabanaki Peoples’ relationships with the natural environment.  **Achievement Indicators**:   * Describe Wabanaki connections to the land, the interconnectedness of all things, and the responsibility to the natural world and each other. | | |

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| Lesson Plan: Music and Personal Wellness | | | |
| **Lesson #1:** | * Create and perform a composition which reflects a specific emotion. * Practice self-calming strategies before performing composition. | **Estimated Lesson Minutes:** | 30 – 45 min + time to compose + time to perform and reflect |
| **Learner materials and links for this lesson:** | | **Background materials and links for educators:** | |
| Compose Your Own Piece  Rubric Example  Assessment Example | | [The-Active-Listeners-Handbook.pdf (musical-u.com)](https://www.musical-u.com/wp-content/uploads/2019/04/The-Active-Listeners-Handbook.pdf) | |
| **Skill Descriptor(s) and Achievement Indicator(s)** | | **Vocabulary** | |
| **Music**  **Skill Descriptor**: Apply the elements of music to compose music using a variety of sound sources and repertoire.  **Achievement Indicators**:   * Express thoughts, experiences, and/or feelings by composing and singing/performing (alone and with others) using standard and adapted notation. * Improvise, compose, and perform (alone and with others) short melodies and rhythms using voice and/or instrument(s)   **Skill Descriptor**: Apply the elements of music to develop aural literacy using a variety of sound sources and repertoire.  **Achievement Indicators**:   * Distinguish between step, skip and leap. * Identify and classify sound production of common classroom instruments.   **Skill Descriptor**: Create and present expressive products for a range of audiences and purposes.  **Achievement Indicators**:   * Perform rhythm accurately adding ti tica, tica ti, whole note, whole rest, and dotted half note. * Sing and/or play accurately a variety of articulation. * Sing on pitch (alone and with others) accurately adding high do, low la, and low so using call and response form. * Sing/play (alone and with others) with emphasis on reading notation, range, and complex textures including round, canon, ostinato, and harmony.   **Skill Descriptor**: Reflect on and respond to artistic intent in their own and others’ expressive works.  **Achievement Indicators**:   * Describe their own and others’ music-making with emphasis on the elements of music. * Share ideas and feelings with others during music-making. * Respond to music with emphasis on the elements of music. * Demonstrate respect for the responses of others to music.   **Personal Wellness**  **Skill Descriptor**: Explore the importance of talking about emotions and emotional responses.  **Achievement Indicators**:   * Describe positive and negative feelings. * Talk about feelings comfortably. * Recognize the feelings of others. * Describe emotional responses and their influence on behaviour.   **Skill Descriptor**: Demonstrate self-calming strategies to regulate emotional reactions.  **Achievement Indicators**:   * List self-calming strategies * Demonstrate self-calming strategies. | | **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)*  **Active Listening** (listening with a question in mind)  Self-calming strategies | |
| 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. Share with the learners that they will be listening to a part or “movement” of this music. | | | |
| **Description of Formative Assessment** | | **Achievement Indicator(s) Assessed** | |
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| Engage | | | |
| (20 – 30 mins)   1. Engage learners in a discussion about performing.    1. How does they feel before a performance? Excited? Nervous?    2. Do they feel differently after a performance? Relieved? Tired?    3. What do they like about performing? (Showing their friends and family what they have learned, getting dressed up, etc.)    4. What do they dislike about performing? (Being in front of a crowd, not being able to see the audience, etc.) 2. Using the PowerPoint provided, listen to a selection such as Anxious Ostrich, Impatient Ponies, or Rat Attack which features a specific emotion. (Each movement is less than three minutes in length). 3. Read the accompanying poem and ‘mini lesson.’   *Note: Remind learners about active listening or listening with a question in mind. Learners can jot ideas to remember them but should reserve discussion until the selection has finished*.   1. Engage learners in a discussion about their thoughts about the music.    1. What did they hear?    2. What instruments were featured? 2. Encourage learners to use the elements of music described earlier to connect their ideas. For example, the elephant must walk very heavy as the music is very loud. *Capture these ideas on a whiteboard or chart paper and post for learners to see.*   *Note: having the elements of music and their meanings posted may help learners focus their ideas. You may also want to listen to the selection more than once.*   1. Engage learners in a discussion about why the composer chose the names of the animal. What are the characteristics of that feeling? Capture these ideas on a whiteboard or chart paper and post for learners to see.   *Note: Steps 2 & 3 can be repeated multiple times with multiple excerpts*. | | | |
| **Description of Formative Assessment** | | **Achievement Indicators 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:**   * Distinguish between step, skip and leap. * Identify and classify sound production of common classroom instruments. * Describe their own and others’ music-making with emphasis on the elements of music. * Respond to music with emphasis on the elements of music. * Demonstrate respect for the responses of others to music.   **Personal Wellness**:   * Describe positive and negative feelings. * Talk about feelings comfortably. * Recognize the feelings of others. * Describe emotional responses and their influence on behaviour. | |
| Demonstrate competence | | | |
| (10 – 15 mins)   1. Using the activity template provided (**Compose Your Own Piece**), learners will create and notate a short composition that reflects an emotion. *Educators can have examples of emotions on hand for strugglers*. 2. Engage learners in discussions about what success will look like. Create a rubric (**Rubric Example 1**) based on these ideas. 3. Learners can choose from classroom instruments available or bring their own into class. Sistema learners may wish to use their instrument.   (Time as required – this may take multiple classes depending on length of class)   1. Learners develop and create their compositions. 2. Think, pair, share to give peer feedback. What did you like about the composition? What might make it better?   (Time as required – this may take multiple classes depending on length of class)   1. In preparation for performance, engage learners in conversations about self-calming strategies. How will they prepare for their performance? *Capture these ideas on a whiteboard or chart paper and post for learners to see.* 2. Engage learners in conversation of how to be a supportive listener. What can they do to support their peers who may be nervous to perform? *Capture these ideas on a whiteboard or chart paper and post for learners to see.* 3. Encourage learners to share their composition process. This can be an ‘artist introduction’ or a written artist statement (**Assessment Example 1**). 4. Learners perform their compositions. 5. Self-Assess based on co-constructed rubric. | | | |
| **Description of Assessment (Formative/Summative)** | | **Achievement Indicators Assessed** | |
| Educator Observation  Self-Assessment (Rubric Example 1)  Self-Assessment (Assessment Example 1)  *You may also want to use a check list for melody and rhythm components related to the Application and Process Skill Descriptor appropriate to development.* | | **Music:**   * Describe their own and others’ music-making with emphasis on the elements of music. * Share ideas and feelings with others during music-making. * Express thoughts, experiences, and/or feelings by composing and singing/performing (alone and with others) using standard and adapted notation. * Improvise, compose, and perform (alone and with others) short melodies and rhythms using voice and/or instrument(s). * Perform rhythm accurately adding ti tica, tica ti, whole note, whole rest, and dotted half note. * Sing and/or play accurately a variety of articulation. * Sing on pitch (alone and with others) accurately adding high do, low la, and low so using call and response form. * Respond to music with emphasis on the elements of music. * Demonstrate respect for the responses of others to music.   **Personal Wellness**:   * Describe positive and negative feelings. * Talk about feelings comfortably. * Recognize the feelings of others. * Describe emotional responses and their influence on behaviour. * List self-calming strategies * Demonstrate self-calming strategies. | |
| **Extension** | | | |
| Depending on strength of skill, some learner compositions may be longer / more complex than others. Educators may wish to refer to “Create” strand in other grade levels for achievement indicators specific to *Application and Performance* to assess competence. | | | |
| **Adjustments** | | | |
| Learners may work individually, in pairs or small groups. | | | |

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| Lesson Plan: Visual Art and Social Studies | | | |
| **Lesson #2:** | Create a multimedia map of the natural environment where animals from “*Wild Symphony*” would live. | Estimated Lesson Minutes: | 30 mins + outdoor exploration time + time to create + time to reflect |
| **Learner materials and links for this lesson:** | | **Background materials and links for educators:** | |
| *This lesson includes a suggestion for outdoor exploration. Please plan for weather and safety accordingly*.   * Moulding materials such as plasticine, playdough, clay, etc. * Other crafting materials to create a map. * Rubric Example 2 * Assessment Example 2 | | [Teaching Notes and Approaches (treatyeducationresources.ca)](https://treatyeducationresources.ca/teaching-notes-and-approaches/)  Language apps suggested in this resource may be helpful  [World of Wisdom (world-of-wisdom.ca)](https://world-of-wisdom.ca/) | |
| **Skill Descriptor(s) and Achievement Indicator(s)** | | **Vocabulary** | |
| **Grade 3 Visual Art**  **Skill Descriptor**: Apply the elements of art and the principles of design to develop skills, language, techniques, and processes.  **Achievement Indicators**:   * Use directionality of line for a variety of purposes * Create with geometric and organic shapes. * Create the illusion of depth by adjusting the size of shapes. * Identify and describe foreground, middle ground, and background. * Create and describe real versus illusory texture. * Explore techniques to represent and create texture. * Explore relationships of colour on a colour wheel * Identify complementary colours. * Explore contrast using value or colour. * Mix and experiment with tints and shades. * Describe and construct 3D works using a variety of tools, materials, and techniques. * Use materials and tools safely.   **Skill Descriptor**: Reflect on and respond to artistic intent in their own and others’ expressive works.  **Achievement Indicators**:   * Discuss artwork using elements of art and principles of design. * List reasons why artwork is created. * Explain reasons for personal decisions during the art-making process. * Discuss personal intentions in creating art objects.   **Grade 3 Social Studies**  **Skill Descriptor**: Use evidence to investigate major physical features, climates and vegetation of New Brunswick and the Atlantic Region  **Achievement Indicators**:   * Map the major physical features of their province and the Atlantic region. * Describe basic climate and vegetation patterns of the Atlantic region. * Compare the vegetation in New Brunswick with other Atlantic provinces.   **Skill Descriptor**: Describe Wabanaki Peoples’ relationships with the natural environment.  **Achievement Indicators**:   * Describe Wabanaki connections to the land, the interconnectedness of all things, and the responsibility to the natural world and each other. | |  | |
| 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. Engage learners in a discussion about which of the animals could be found in NB. | | | |
| **Description of Formative Assessment** | | **Achievement Indicator(s) Assessed** | |
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| Engage | | | |
| (10 – 15 mins + outdoor exploration time)   1. Engage learners in a discussion about which animal(s) from the symphony might live in New Brunswick and, more specifically, around their school community. *Capture these ideas on a whiteboard or chart paper and post them for learners to see*. 2. Engage learners in a discussion about the upcoming art project:    1. Learners will create a map of the surrounding area (this could be the playground, the school grounds, the community around them, etc.)    2. When they go outside, learners will be asked to collect materials that will best represent the natural environment that will be used to create a map of the area. 3. Take time to remind learners of expectations while outside then prepare for the exploration.    1. You may wish to provide a baggie or other container for learners to collect items.    2. Remind learners to consider how the materials they are collecting may be used in creating their map. Scale will be important – is your item too big/small? 4. Learners can go outside to look at the natural surroundings and collect items. | | | |
| **Description of Formative Assessment** | | **Achievement Indicators(s) Assessed** | |
| Educator observation | | **Visual Art**:   * Create with geometric and organic shapes. * Create the illusion of depth by adjusting the size of shapes. * Identify and describe foreground, middle ground, and background. * Create and describe real versus illusory texture. * Explore techniques to represent and create texture. * Describe and construct 3D works using a variety of tools, materials, and techniques. * Use materials and tools safely.   **Social Studies**:   * Map the major physical features of their province and the Atlantic region. * Describe basic climate and vegetation patterns of the Atlantic region. * Compare the vegetation in New Brunswick with other Atlantic provinces. | |
| Demonstrate competence | | | |
| (2 – 3 classes to create)   1. Being the lesson by showing examples of 3D and multimedia maps using [GIS Geography](https://gisgeography.com/3d-maps/) or other websites.    1. What do learners see?    2. What captures their attention?   *You may wish to capture these ideas on a whiteboard or chart paper for learner to refer to as they work.*   1. Engage learners in a discussion about what success will look like with their map creation. *Capture these ideas to create a rubric for success and post them so learners can refer to them as they create their piece*. (**Rubric Example 2)** 2. Using their found materials and provided consumables, learners will create a map of the natural environment. *This can be done on a regular 8x11 piece of paper or larger if learners are working in small groups. Allow learners some flexibility to explore the size of map they wish to create*.   (1 class to self-assess and reflect)   1. Engage learners in a discussion about the map they have creating. Using **Assessment Example 2,** ask learner to reflect on the following ideas:    1. Discuss artwork using elements of art and principles of design.    2. Explain reasons for personal decisions during the art-making process.    3. Discuss personal intentions in creating art objects. | | | |
| **Description of Assessment (Formative/Summative)** | | **Achievement Indicators(s) Assessed** | |
| Educator observation  Self-assessment (Rubric Example 2)  Self-assessment (Assessment Example 2) | | **Visual Art**   * Use directionality of line for a variety of purposes * Create with geometric and organic shapes. * Create the illusion of depth by adjusting the size of shapes. * Identify and describe foreground, middle ground, and background. * Create and describe real versus illusory texture. * Explore techniques to represent and create texture. * Explore relationships of colour on a colour wheel * Identify complementary colours. * Explore contrast using value or colour. * Mix and experiment with tints and shades. * Describe and construct 3D works using a variety of tools, materials, and techniques. * Use materials and tools safely. * Discuss artwork using elements of art and principles of design. * List reasons why artwork is created. * Explain reasons for personal decisions during the art-making process. * Discuss personal intentions in creating art objects.   **Social Studies**   * Map the major physical features of their province and the Atlantic region. * Describe basic climate and vegetation patterns of the Atlantic region. * Compare the vegetation in New Brunswick with other Atlantic provinces. * Describe Wabanaki connections to the land, the interconnectedness of all things, and the responsibility to the natural world and each other. | |
| **Extension** | | | |
| Prior to beginning the outdoor exploration, you may wish to connect with an elder to share with learners about the interconnectedness of nature and significant animals. | | | |
| **Adjustments** | | | |
| If time allows, engage learners in a Think, Pair, Share activity with peers as part of the self-assessment and reflection. | | | |

**Please note:**

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