

Big idea	Dates	Competencies/Content	Teaching strategies	Materials & resources	Assessment plan
People create art to express who they are as individuals and community.	2 nd Term	<ul style="list-style-type: none"> • Create artistic works collaboratively and as individual, using ideas inspired by imagination, inquiry, experimentation and purposeful play. • Explore artistic expressions of themselves and community through creative processes. • Express feelings, ideas stories, observations, and experiences through the arts. 	<ul style="list-style-type: none"> • Look at art work of local artists. Discuss and make connections to local Qatari culture and traditions. • Use art to respond to stories in English Language Arts. • Use art to express sense of identity in Health/Social Studies. • Use different methods to illustrate stories/journal entries that the child has written such as painting, paper art, coloured pencils, pastels, or sketch work. • Use art to express various emotions through the exploration of colour. • Investigate how art is important in Qatari culture: rugs, prayer mats, henna tattoos, ceremonial dances (i.e. sword dance), use of drums, basket weaving, etc. • Discuss how to respect local and Islamic culture in art. (i.e. what do we not represent in art) 	<ul style="list-style-type: none"> • Videos • Books • Images of famous paintings • Images of work by local artists depicting Qatari culture • Museum of Islamic Art 	<ul style="list-style-type: none"> • Rubric for individual projects • Checklist participate yes or no • Observations • Checklists • Self-reflection/journal responses
Engagement in the arts creates opportunities for inquiry through purposeful play.	Year Long	<ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools and techniques of the arts. • Create artistic works collaboratively and as individual, using ideas inspired by imagination, inquiry, 	<ul style="list-style-type: none"> • Use movement (body, space, dynamics, time, rhythm) to express emotion or dramatize events. • Explore the creation of different types of sounds using materials in the classroom. Are you able to 	<ul style="list-style-type: none"> • A variety of media: <ul style="list-style-type: none"> ○ Pencils ○ Oil pastels ○ Colored pencils ○ Watercolour paint ○ Food colouring ○ Coloured construction paper 	<ul style="list-style-type: none"> • Rubric for individual projects • Checklist participate yes or no • Observations • Checklists • Self-reflection/journal responses

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		<p>experimentation and purposeful play.</p> <ul style="list-style-type: none"> • Develop processes and technical skills in a variety of art forms to nurture motivation, development and imagination. • Demonstrate increasingly sophisticated application and/or engagement of curricular content. 	<p>change the pitch of the sound? (i.e., cup and string experiment; glasses of water, empty water bottles being blown into, straw pipe organs)</p> <ul style="list-style-type: none"> • Explore colour mixing to form secondary colours from the primary colours. • Explore how adding white or black can lighten or darken the shade of different colours. • Explore the element of line (different types of lines such as wavy, curved, zig-zag, straight etc) through directed drawing exercises and individual exploration. Use line to create shape and form in art. • Use a variety of different art materials including but not limited to: pencil, paper, glue, pastels, crayons, markers, paint, and clay. • Use video tutorials as a source to model new techniques. • Explore symbols found in art both local and Canadian including Aboriginal art works. • Explore various forms of art work such as Mondrian, Picasso, Monet, etc. 	<ul style="list-style-type: none"> ○ Glue ○ Scissors ○ Glitter ○ Paper plates ○ Paper cups ○ Pipe cleaners ○ Clay • Videos • Books 	
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			<ul style="list-style-type: none"> • Imitate artwork found in books that are read such as Eric Carle or Barbara Reid. • Represent sounds that are heard in terms of pitch or volume by being higher or lower in notation. 		
Dance, drama, music, and visual arts express meaning in unique ways.	2 nd and 3 rd term	<ul style="list-style-type: none"> • Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools and techniques. • Reflect on creative processes and make connections to other experiences. • Interpret symbols and how they can be used to express meaning through the arts. • Express feelings, ideas stories, observations, and experiences through the arts. • Describe and respond to works of art. 	<ul style="list-style-type: none"> • Create different rhythmic patterns using the body or other materials. • Create sounds using various materials in the classroom environment, and or body such as clapping, snapping, stomping, etc. Explore how increasing volume or speed affects these sounds. • Dramatize stories that are read in ELA. • Explore emotions through roleplay. • Use drama in other curricular areas to explore and solidify concepts. • Perform plays/dramatizations in front of others. • Behave appropriately when part of the audience for someone else's performance/presentation and respond respectfully. 	<ul style="list-style-type: none"> • A variety of media: <ul style="list-style-type: none"> ○ Pencils ○ Oil pastels ○ Colored pencils ○ Watercolour paint ○ Food colouring ○ Coloured construction paper ○ Glue ○ Scissors ○ Glitter ○ Paper plates ○ Paper cups ○ Pipe cleaners ○ Clay • Videos • Books • Images of famous paintings • Images of work by local artists depicting Qatari culture • Museum of Islamic Art 	<ul style="list-style-type: none"> • Rubric for individual projects • Checklist participate yes or no • Observations • Checklists • Self-reflection/journal responses
People connect to others and share ideas through the arts.	2 nd and 3 rd Term	<ul style="list-style-type: none"> • Create artistic works collaboratively and as individual, using ideas inspired by imagination, inquiry, 	<ul style="list-style-type: none"> • Read the book "Same, Same but Different." Then have students paint what their world looks like by considering the lines and 	<ul style="list-style-type: none"> • Videos • Books • Images of famous paintings 	<ul style="list-style-type: none"> • Rubric for individual projects • Checklist participate yes or no • Observations • Checklists

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		<p>experimentation and purposeful play.</p> <ul style="list-style-type: none">• Express feelings, ideas stories, observations, and experiences through the arts.• Describe and respond to works of art.• Experience, document and share creative works in a variety of ways.	<p>shapes of various local features.</p> <ul style="list-style-type: none">• Respond to artwork created by peers in a respectful manner.• Respond to famous pieces of artwork. Comment on use of colour and line. What feeling does the work convey? What do you think the art piece is about?• Reflect on personal preferences for creating art in terms of style and material.• Participate in the annual show case presentation.	<ul style="list-style-type: none">• Images of work by local artists depicting Qatari culture• Museum of Islamic Art	<ul style="list-style-type: none">• Self-reflection/journal responses
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