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| Hayat Universal Bilingual School Year Plan  **Subject: Fine Arts (Visual Arts) Grade Level: KG2** | | | | | | | |
| **Unit**  **1**  **colour, imagination** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| Dates  Weeks  **September 10th -Nov 1**  **8 weeks** | *-People create art to express who they are as individuals and community.*  *-People connect to others and share ideas through the arts.* | **Exploring and Creating:**  -Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play  **Reasoning and Reflecting:**  -Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination  **Communicating and Documenting:**  -Express feelings, ideas, stories, observations, and experiences through the arts | -elements of design; colour  -processes, materials, movements, technologies, tools and techniques to support arts activities (e.g any visual making technology-scissors, pencil, paintbrush) | -students will be given multiple opportunities to discover and create images from their imagination (e.g. draw what you did on the weekend, draw your favourite activity to do, draw your family etc.)  -students will create images from a story heard or viewed (e.g. Howard B Wigglebottom from ELA); they can respond to a story by creating an image of their favourite part of the book/video  -students will be taught to draw images in their correct proportions e.g. when drawing a person, the head will not be bigger than the rest of the body  -students will learn to colour in between the lines and that to colour in one direction  -students will explore primary colours and mixing two colours to create secondary colours | -colour pencils  -art paper  -story books (ie those read in ELA)  -paint  -paintbrush  -story; monsters love colours (<https://www.youtube.com/watch?v=RhVDvE4Fk4Y> )  -Bear Sees Colors by Karma Wilson (<https://www.youtube.com/watch?v=BMRCTRAa5jc> )  -A Color of His Own by Leo Lionni  (<https://www.youtube.com/watch?v=_T7VoLd4cBg> )  -Pete the Cat: I Love My White Shoes  (<https://www.youtube.com/watch?v=T1pwI31c2Hg> ) | **Diagnostic**  -anecdotal  -observation  **Formative:**  -anecdotal  -observation  **Summative:**  -is work messy or neat? e.g does the student scribble; do they colour outside the lines? (Rubric needed for this-summative)  -can the student mix two colours to create another colour? (rubric needed-summative)  -can the student create an image from a story heard or viewed?  -on going assessment but rubrics will be assessed during **week of october 21st** | -draw  imagine/imagination  -favourite  bigger/smaller  -primary colours (blue, red, yellow)  -mix  -secondary colours: green, purple, orange |

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| **Unit**  **2**  **line** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Nov 4**  **– Dec 20**  **7 weeks** | *-People create art to express who they are as individuals and community.*  *-People connect to others and share ideas through the arts.* | **Exploring and Creating:**  -Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play  **Reasoning and Reflecting:**  -Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination  **Communicating and Documenting:**  -Express feelings, ideas, stories, observations, and experiences through the arts | -elements of design; line  -processes, materials, movements, technologies, tools and techniques to support arts activities (scissors, pencil) includes the improvisational use of miscellaneous items (e.g. pipe cleaners) | * students will hear stories or watch videos about lines and draw a scene from it * students will explore various types of lines (thick, thin, wavy, zig-zag, jagged, dotted, diagonal, spiral) * students will create artworks with the various types of lines using various materials (e.g. paper, paint, pipe cleaners, crayons, string etc) | * book (“lines that wiggle”) * the line song; <https://www.youtube.com/watch?v=DQEVllmeWH4> * the line movie; <https://www.youtube.com/watch?v=NjHM_gcooq4> * paint * crayons * coloured art paper * water colours * paint brushes * oil pastels * scissors * string (thick and thin e.g. thread string and twine) | **Diagnostic**  -anecdotal  -observation  **Formative:**  -anecdotal  -observation  **Summative:**   * can students create at least 4 types of lines? (Rubric needed) – **week of Nov 18-22** * Use of line in an art project (rubric needed) – **week of Dec 9-13** | lin -line/s  -zig-zag  -wavy  -thick  -thin  -jagged  -dotted  -diagonal  -spiral  -string |
| **Unit**  **3**  **Aboriginal Art (Canadian)** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| Dates  Weeks  **(6th January - 24th January)**  **3 weeks** | *-People create art to express who they are as individuals and community.*  *-People connect to others and share ideas through the arts.*  *-visual arts express meaning in unique ways.* | **Exploring and Creating;**  -Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation  -Explore artistic expressions of themselves and community through creative processes  **Reasoning and Reflecting;**  -Observe and share how artists (visual artists) use processes, materials, movements, technologies, tools, and techniques  -Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination  **Communicating and Documenting;**  -Interpret how symbols are used through the arts  -Describe and respond to works of art | -symbolism as expression of meaning (link to symbolism in aboriginal art)  -traditional and contemporary Aboriginal arts and art making processes  - stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies or rituals as part of cultural tradition | * using videos and story books, students will be taught that aboriginal people or people of the first nation used different material and media to make art (e.g stones to make sculptures) and * students will learn that objects and stories created by aboriginal peoples were used in daily life and served a purpose e.g. basket weaving, Tlingit Blankets, Potlatch hat) * students will make one aboriginal craft that serves a purpose * talk about sacred symbols e.g. ‘the circle’ <http://www.kidsgoglobal.net/the-issues/first-nations> * traditional stories (audio and written) can be discussed with students | -butchers paper or paper bag  -puff paint  Tlingit blanket template <https://thecraftyclassroom.com/crafts/native-american-crafts-for-kids/tlingit-crafts-for-kids/tlingit-blanket-art-project/>  -scissors  -glue  -videos /stories/audio   * <http://www.kidsgoglobal.net/the-issues/first-nations> * <https://www.rcaanc-cirnac.gc.ca/eng/1315444613519/1534942257655> | **Diagnostic**  -anecdotal  -observation  **Formative:**  -anecdotal  -observation  Summative   * students can name two objects of service that aboriginal people used (Checklist) - week of January 20-24 * Aboriginal Art piece (rubric needed) - week of January 20-24 | -aborignial  -first nations  -Tlingit  -blanket  -basket  -potlatch hat  -symbol/s  -traditonal |

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| **Unit**  **4**  **Aboriginal Art (Qatari/Bedouin)** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Jan 28-Feb 14**  **3 weeks** | *-People create art to express who they are as individuals and community*  *-visual arts express meaning in unique ways*  *-People connect to others and share ideas through the arts.* | **Exploring and creating;**  -Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts  -Explore artistic expressions of themselves and community through creative processes  **Reasoning and reflecting;** Observe and share how artists (visual artists) use processes, materials, movements, technologies, tools, and techniques | **-**variety of local works of art and artistic traditions (ie Bedouin) | -students will be learning about the Qatari Bedouins through stories and videos (can ask a member of the Qatari community to come to school and talk about Bedouin art and culture)  -students will create a piece of art that symbolises the al sadu weaving (linked to the next unit-patterns) ; students will create al sadu patterns on a piece of paper either using colour pencils or crayons  - potential field trip to the Museum of Islamic Art | -information about al sadu <https://www.marhaba.qa/sadu-weaving-in-qatar/>  -pictures of al sadu weaving  -colour pencils  -crayons | **Diagnostic**  -anecdotal  -observation  **Formative:**  -anecdotal  -observation  Summative  - can students replicate the al sadu pattern and use similar colours? (rubric needed) – **week of Feb 9-14** | -bedouin  -traditional  -culture  -farming  -fishing  -pearl diving  -al sadu (traditional bedouin weaving) |
| **Unit**  **5**  **Patterns** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| Dates  Weeks  **Feb 18 – March 28**  **6 weeks**  **(see link with math unit of patterns)** | *-People create art to express who they are as individuals and community.*  *-visual arts express meaning in unique ways* | **Exploring and creating;**  Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts | -principles of design; pattern: a design in which shapes, colours or lines repeat with regularity | * discuss how patterns are made * discuss where to find patterns in the environment around us (can go for a visit around the school to locate and observe patterns) * students will explore patterns using shapes (will link to the next unit), colours and lines * play games of guessing ‘what pattern comes next’? * get students to make pattern using themselves e.g. boy, boy, girl, girl | * shapes * videos about patterns ; e.g. <https://www.youtube.com/watch?v=-NdzJg3moRY> * <https://www.youtube.com/watch?v=Lh3twupvl7M> * <https://www.youtube.com/watch?v=pztRAgQFVec> * patterns in nature; <https://www.youtube.com/watch?v=7HIn3X14inI> * <https://www.youtube.com/watch?v=g2MdUhk9QWw> * patterns song; <https://www.youtube.com/watch?v=MBjjxSx45-Q> | **Diagnostic**  -anecdotal  -observation  **Formative:**  -anecdotal  -observation  **Summative:**   * is the student able to create artwork from applying patterns learned in class? e.g. ab, ab, ab -abc, abc, abc   -aa, bb, aa, bb  (rubric needed) - **Week of March 24-28** | -pattern  -repetition  -repeat  -the same  -different  -ab, ab, ab  -abc, abc, abc  -aa, bb, aa, bb  etc. |

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| **Unit**  **6**  **Shapes** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| Dates  Weeks  **March 31 – June 19**  **8 weeks** | *-People create art to express who they are as individuals and community.*  *-visual arts express meaning in unique ways.* | **Exploring and creating;**  -Explore artistic expressions of themselves and community through creative processes  **Reasoning and Reflecting;**  -Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination  **Communicating and documenting;**  -Describe and respond to works of art | * elements of design; shape | * discuss what are some basic shapes? * discuss where we can see and find shapes? * choose an image e.g. a house and students must recreate it using shapes * students practice making shapes using either sand, sugar or flour (in pairs- the other person can identify which shape their partner is making) * teacher will dictate e.g. draw 2 brown triangles while students will create these shapes on paper using colour pencils or crayons * students will observe and discuss Kandinsky artworks, they will analyze the materials/equipment used, and the meaning behind his art (great for oral building skills) will create their own art using shapes | * optional books;   Shapes, Shapes, Shapes by Tana Hoban, The Greedy Triangle by Marilyn Burns, Round is a Mooncake by Roseanne Thong  -sand, sugar of flour in containers  -crayons  -colour pencils  -examples of kandinsky artworks  sample activities;  <https://buggyandbuddy.com/art-kids-using-shapes/> | **Diagnostic**  -anecdotal  -observation  **Formative:**  -anecdotal  -observation  **Summative:**   * student can identify at least 4 shapes learned in class, can recognize the shapes in the environment, creates original art with shapes (rubric needed) – **Week 0f March 14-18** * can students use all the elements of design ie colour, line, pattern and shape to create a complete artwork? (rubric needed) – **Week of May 5-9** | -triangle  -square  -rectangle  -oval  -sphere  -star  -circle  -heart  -diamond  -colour, line,  pattern |

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| Hayat Universal Bilingual School Year Plan  **Subject: Fine Arts (Drama) Grade Level: KG2** | | | | | | | |
| **Unit**  **1**  **Term 1**  **space and participation** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| Dates  Weeks  **Sept 10 – Nov 1**  **8 weeks** | * Engagement in the arts creates opportunities for inquiry through purposeful play * Dance, drama, music and visual arts express meaning in unique ways | **Exploring and creating:**  Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play  -Explore artistic expressions of themselves and community through creative processes  **Reasoning and reflecting:**  Observe and share how artists ( actors) use processes, materials, movements, technologies, tools, and techniques | -Exploring and creating drama forms, strategies, and skills  (body; what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor)  etc, space; where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.  -presenting and performing | * read nursery rhymes as a whole class (discover volume, pace) * act out all/parts of a nursery rhyme * nursery rhyme charades * ‘painting the box’ (knowledge of personal and others space) * drama from a story book;   *simple story dramatisation*, *soundtrack* (students sound out the potential sounds when stopped on a picture in the book), *instant illustrations* (without showing the pictures to the student, have students illustrate the scene using their bodies in frozen tableau)  -greet one another in a variety of ways — shake hands, touch elbows, touch knees  -engage and participate in a variety of rama games e.g simon says  -practice taking turns in groups and whole class situations  -mirror games (student/student, teacher/class) <https://www.childdrama.com/mirror.html> | *-The Little Baby Snoogle-Fleejer, Make Way for Ducklings, stone soup, swimmy,**(for instant illustrations or soundtrack)*  *Nursery Rhymes:*   * *Jack & Jill* * *Humpty Dumpty* * *Hickory, Dickory Dock* * *Baa, baa black sheep* * *Little Miss Muffet* | **Diagnostic**  -anecdotal  -observation  **Formative:**  -anecdotal  -observation  **Summative:**   * Participation and engagement (whole class, pairs and/or small groups) – checklist - * (assess student willingness to participate, awareness of personal and general space) - checklist   **Summative assessments due by November 1** | -act  -drama  -frozen  -nursery rhyme  -personal space  -general space  -mirror |

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| **Unit**  **2**  **movement and body** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **November 4th- December 20**  **7 weeks** | *-People create art to express who they are as individuals and community*  *-Dance, drama, music, and visual arts express meaning in unique ways* | **Exploring and creating;**  Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts  **Reasoning and reflecting;**  Observe and share how artists (actors) use materials, movements, technologies, techniques  **Communicating and documenting:**  Express feelings, ideas, stories, observations, and experiences through the arts | -body: what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor),  -space: where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.  -relationships: with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments  -notation to represent movement | * students explore aspects of movement and body in drama * takes on roles in drama to act out n familiar and imagined situations * e.g. Have students mime getting ready for school — getting up, getting dressed, having breakfast * For body;   -creating large and small body shapes, fast and slow movements, gestures, heavy and light movements, straight and rounded movements  -Have half the students build a collaborative picture while the rest of the group observe and interpret the meaning, then swap  -Have students show activities or games with slow movements that can be done in the playground. Try these in slow motion  -Have students think up about activities or games they can do in the playground involving fast movements.  -use their bodies to explore movement in their own space e.g. floating on a cloud, sitting on a boat  for movement:  -change the time, size, tension, focus, direction and weight of movement  <https://www.childdrama.com/emotionwalk.html>  -musical freeze  -alphabet charades (im thinking of a word that starts with ‘A’, student will come into the circle and pantomime  -game of ‘traffic lights’  -five green frogs jumped on the log- can get students to wear frog masks and act this out (great for oral skills and math counting skills)  -’islands’ students imagine their in water and there are sharks, must jump on the closest island (newspaper/paper) when teacher shouts island, there can be more than one student per paper, the student not on a paper is out, keep removing papers in each round | -snippets of different musical instruments  -red, green, yellow flashcards  \*website with esl drama resources: <http://www.freeeslmaterials.com/drama.html>  -paper/newspaper | **Diagnostic**  -anecdotal  -observation  **Formative:**  -anecdotal  -observation  Summative:   * Use of body movements in drama (rubric needed) – **Week of Dec 9-13** | -freeze  -fast  -slow  -motion  -heavy  -light  -straight  -round  -space  -direction |
| **Unit**  **3**  **Voice** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Jan 6 – Feb 14**  **6 weeks** | *-People create art to express who they are as individuals and community*  *-Dance, drama, music, and visual arts express meaning in unique ways* | **Exploring and creating;**  Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play  **Reasoning and reflecting;**  Observe and share how artists (actors) use materials, movements, technologies, techniques  **Communicating and documenting:**  Express feelings, ideas, stories, observations, and experiences through the arts | * notation to represent sounds, ideas and movement * a variety of dramatic forms | * students explore the use of voice for achieving effect and expressing ideas/emotions in drama :   -ideas (e.g., walking through a forest on a dark rainy night, being timid with a new group of people, making friends on your first day of school)  − feelings (e.g., happy playing on the playground, nervous about going to the dentist)  -students play a variety of drama games that help build their vocal skills;  -’boom chicka boom’ (teacher says a line and students repeat, teacher can change the style by asking them to say it with different emotions and tones), can get students to lead after they are familiar with the game  -’master master who am i?’ (Choose one student to be Master and to be blindfolded. Tell the Master they are to listen carefully and try to identify the owner of the mysterious voice.Choose another member to say the words "Master, Master, Who am I?" in a different voice. The blindfolded Master has to guess who is speaking)  -’pass the sound’ <http://www.bbbpress.com/2014/01/drama-game-pass-the-sound/>  -’clap, snap, stomp’ <http://www.bbbpress.com/2017/12/drama-game-clap-snap-stomp/> | * audio clips e.g. of animal sounds * blind folds | **Diagnostic**  -anecdotal  -observation  **Formative:**  -anecdotal  -observation  **Summative:**  - Use of voice to express ideas/sounds in drama – **week of January 28-31** | -voice  -sound  -high  -low  -loud  -soft  -emotion/s |

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| Hayat Universal Bilingual School Year Plan  **Subject: Grade Level: KG2** | | | | | | | |
| **Unit**  **4**  **Character** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Feb 18 – April 4**  **7 Weeks** | *-Engagement in the arts creates opportunities for inquiry through purposeful play*  *-People connect to others and share ideas through the arts.*  Dance, drama, music and visual arts express meaning in unique ways | **Exploring and creating;**  Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play  **Reasoning and Reflecting;**  Reflect on creative processes and make connections to other experiences  **Communicating and Documenting;**  Express feelings, ideas, stories, observations, and experiences through the arts | -elements in the art-character: in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another  -personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment  -symbolism as a means of expressing specific meaning | * students study and discuss characters from shared reading books or nursery rhymes; in groups students will be given a character to study and act out e.g. one person is jack, another is jill etc or students can act out parts of the story ‘howard b wigglebottom’ * students act out different characters in a variety of contexts * students think about how they can use facial expressions, voice, movement and space to show emotion or character * ‘pass the emotion’- (in a Drama circle.With very little explanation simply say that we're going to pass a smile around the circle. Start this off by passing a big smile to the person sat to your left, and then encourage it all the way around.Using the same principle, pass further emotions or feeling) * students can draw a made up character of their choice; ask questions to help develop imagination e.g. is your character from another country? what does your character do? do they work? * in small groups students can act out a profession e.g. a doctor and patient scene infront of the class * -mixed up fairtales (<https://www.youtube.com/watch?v=7WyR4AqRweY> ); watch originla story then the mixed up one, discuss characters and setting, first role play key scenes from original then role play from the mixed up version | * teacher prefered shared reading books and nursery rhymes (Examples: Stone Soup, Goldilocks, 3 billy goats gruff, Tortoise and the Hare)   -toy doctors set, kitchen set, builders set etc.  -great website for drama activities <http://www.bbbpress.com/dramagames/>  -video clips on different emotions (watch and discuss, then teacher acts and students copy  -short movie ‘Boundin’ (great for emotions and character development) <https://www.youtube.com/watch?v=7WyR4AqRweY> | **Diagnostic**  -anecdotal  -observation  **Formative:**  -anecdotal  -observation  Summative   * can students act out 4 different emotions (rubric needed) – **week of March 31-April 4** | -character  -emotion/s  -role  -mixed up  -fairytale  -role play |
| **Unit**  **5**  **analysing, appreciating and responding to Drama** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **April 14-June 19**  **9 weeks** | *-People create art to express who they are as individuals and community.*  *-People connect to others and share ideas through the arts.*  Dance, drama, music and visual arts express meaning in unique ways | **Exploring and creating;**  Explore artistic expressions of themselves and community through creative processes  **Reasoning and Reflecting;**  Observe and share how artists (actors) use processes, materials, movements, technologies, tools, and techniques  Reflect on creative processes and make connections to other experiences  **Communicating and Documenting;**  Describe and respond to works of art  Demonstrate increasingly sophisticated application and/or engagement of curricular content | -a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places (plays, improvisations) | * students will use all the drama skills learned ie space, movement, body, voice, character development to analyze, discuss and respond to other performances   -students can write or draw their favourite part of the chosen drama piece   * Students will prepare two performances for the graduation (i.e. songs) | * youtube video; Mr Bean acting <https://www.youtube.com/watch?v=A_kloG2Z7tU> * other videos of acting suitable for your class | **Diagnostic**  -anecdotal  -observation  **Formative:**  -anecdotal  -observation  can students use the correct terminology learned in class to describe and talk about someone else's performance e.g. the actor used a soft voice (checklist)   * identify emotions and describe what is happening in a scene   **Summative:**   * participation, effort, skill of performance for Graduation (rubric needed) **– weeks of May 5 -16** | -voice  -body  -movement  -space  -like/dislike |