

Learning Through The Arts **Video Series**

Drama

Dance

Music

Visual Arts

Media Arts





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Learning Through The Arts Video Series

Introduction

Welcome to the Learning through the Arts video series. This collection of 57 exemplar videos was created to support Ontario arts teachers with implementation of the revised curriculum policy documents: *The Arts, Grade 1-8* (2009); *The Arts, Grades 9-10* (2010); and *The Arts, Grades 11-12* (2010).

The ultimate goal of this project is to support Arts education across Ontario by bringing philosophical statements and learning expectations from the arts curriculum policy document to life through real-time illustrations of effective teaching and meaningful learning experiences.

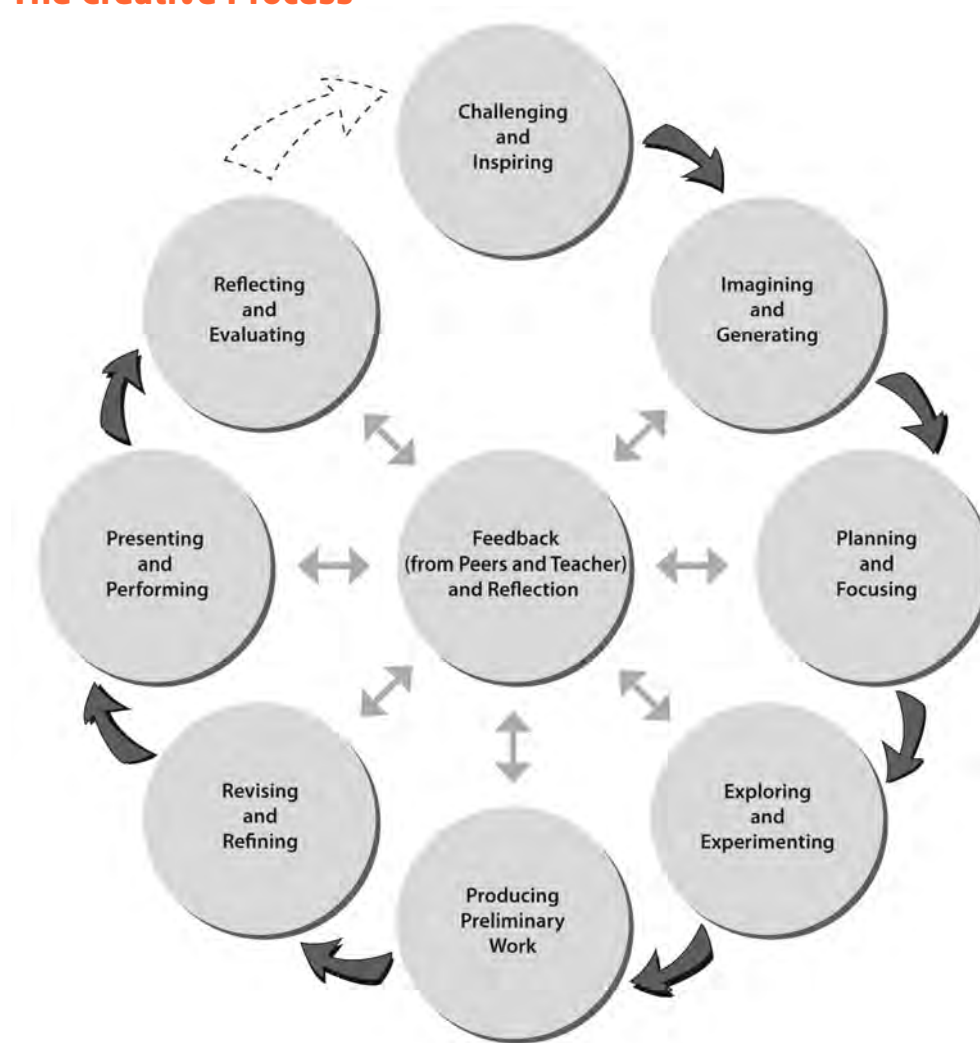
The viewers' guide highlights some of the main emphases contained within each segment. The videos are snapshots of authentic arts classes illustrating many of the foundational underpinnings of the curriculum. The lessons highlight the importance of the learning process rather than focusing on a finished product. Viewers see a variety of teaching and assessment strategies as the teachers implement the curriculum. Instructional strategies support the diverse needs and interests of the learners in the various classrooms depicted in the videos.

The videos present students creating and learning *in, about, and through* the Arts. Many of the segments feature lessons that integrate the Arts with other subject areas including other Arts disciplines. Skill development and creative activities specific to each Arts discipline and shared among the Arts are clearly demonstrated at all grade levels. Many of the elementary division segments focus on integrating the Arts with other subject areas. The senior level segments represent some of the various focus courses offered in Ontario secondary schools. Several segments include testimonials from students who speak openly about the importance of the Arts in their lives and how their participation in the Arts keeps them engaged in school.

First Nation, Métis and Inuit artworks, traditions, and practices and a variety of global cultural perspectives are included. Such perspectives develop awareness in students that the Arts are an important means of recording and expressing cultural history and identity.

Technology, an area of interest and emphasis among twenty-first century educators and students, is represented throughout many of the segments both as an instructional tool and as a means of creative expression. The integration of technology into these lessons represents a natural extension of the learning expectations associated with each subject area in the Arts.

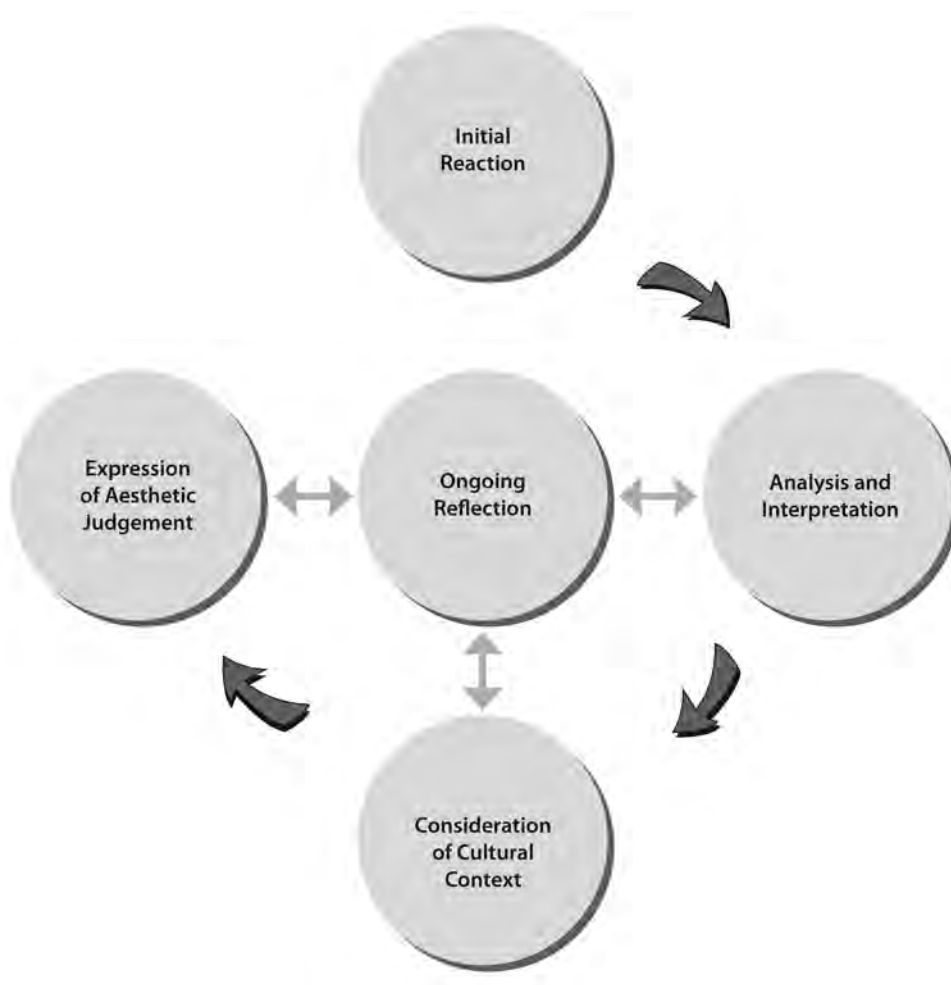
The Creative Process



Source: *The Ontario Curriculum, Grades 9 and 10, The Arts* (2010)

The lessons depicted in the videos illustrate the *Creative and Critical Analysis Processes* that underpin the philosophy of the revised arts curriculum. These processes promote two important skills for the twenty-first century learner – creativity and critical thinking. The lessons exhibit students actively involved in the various stages of the *Creative Process*. Specific lessons may cover the entire process while others focus only on some of the stages in the process. The *Critical Analysis Process* is evident throughout this series as students respond to reflective questioning about their own artwork and that of their peers or others. It is important to note that these processes are both fluid and flexible in their use. The stages are not intended to be followed in a step-by-step continuum; rather students apply various stages according to the nature of the learning activities.

The Critical Analysis Process





Learning Through The Arts Video Series

Dance

Elementary

BODY MOVEMENT AND SPACE

Grades 1-2 Length 17:43

Students learn about the first two elements of dance.

Students explore and use two of the fundamental elements of dance (body and space) in creating movement phrases. These elements of dance are building blocks in the creation of dance movements and forms. In this video, the teacher demonstrates effective strategies that allow students to experience dance as an extension of natural physical movement. The teacher provides a framework within which the students can apply the Creative Process in a subtle yet meaningful way throughout.

INTERPRETING POETRY

Grade 2 Length 13:14

Students use dance to enhance their study of poetry.

This segment focuses on exploring personal and general space contained in the curriculum expectations. Students link this concept to their language studies by creating a cinquain poem that they in turn interpret through movement. By following certain stages of the Creative Process, students generate ideas, experiment, and produce preliminary work prior to presenting their completed product. Students explore specific dance conventions such as levels and varied movements. The teacher provides ongoing feedback to ensure students are successful in completing the task.

EXPLORING SYMMETRY

Grade 5 Length 10:21

Students use their bodies to practise the concept of symmetry.

This segment illustrates dance as a form of both communication and artistic expression. Elements and conventions of dance are integrated with the math curriculum. Students use their bodies to represent the fundamental concept of symmetry in math and dance. The students show how learning sophisticated concepts can be fun.

THE ELEMENTS OF DANCE

Grade 6 Length 11:04

Students use dance to explore the four elements - air, water, fire and earth.

After exploring elements of nature from the social studies curriculum, students create a movement sequence. Students apply the Creative Process throughout as they generate ideas, explore and experiment, produce preliminary work, and revise and refine to complete their finished product. Students are engaged in ongoing reflection and provide peer feedback to demonstrate their understanding of both subject matters. There is substantial emphasis on assessment *for* and *as* learning.

EXPRESSING EMOTIONS

Grade 6 Length 16:17

Students use inclusion and exclusion vocabulary words to create movement.

This segment demonstrates how the physical nature of dance can be integrated with other subjects such as language study. Following the Creative Process, students use their imagination to generate ideas concerning social issues of inclusion and exclusion, and then embed these concepts in their dance movements. The video further illustrates the natural connection between feelings and emotions in the creation of dance movements as specified in the curriculum expectations. There are multiple examples of ongoing feedback and self-assessment throughout that reflect assessment *for*, *as*, and *of* learning.

CULTURAL DANCES

Grade 7 Length 10:52

Students learn dances from a variety of cultures.

The global diaspora of dance forms sets the stage for the creation of a research-based dance sequence. Students explore the significance of dance in other societies and blend their personal context with the Critical Analysis Process in completing a creative task. Students are immersed in dance without being limited by technical demands.

CREATIVE MOVEMENT

Grade 8 Length 12:07

Students create movement pieces to discuss global issues.

Students identify and explore the characteristics a global issue (poverty, social injustice, hunger, etc.). They create a dance/movement sequence based on their interpretation or personal expression of feelings about the issue. Students prepare the technical expectations of dance by experimenting with movements and movement phrases that express the elements of dance. Emphasis on structure underscores the opportunities for students to be successful when engaged in the Creative Process.

Secondary

A BOYS' DANCE CLASS

Grade 10 Length 14:39

A boys-only dance program helps students explore the “maleness” of dance.

This segment represents how the elements of dance are integral to choreography. Students follow the Creative Process while planning, preparing, and performing a collaborative dance work. The teacher uses anchor charts to reinforce students' understanding of dance elements and conventions. Students share their planning and experimentation with peers prior to completing the creative composition task. Students use exit cards to reflect on their learning and indicate their needs for future work.

INTERPRETING MODERN DANCE VOCABULARY

Grade 11 Length 17:30

Students create presentations based on the ideas of swing, suspend, fall, and oppositional pull.

Students in a boys dance class apply the Creative Process in choreographing sequences that incorporate elements and conventions of dance. They explore ways to use dance as a form of self-expression. Teachers discuss ways for dance to be integrated with other subjects, how dance can promote self-esteem and critical thinking, and how assessment strategies can be used to promote deeper meaning about students' engagement in the Creative Process.



Learning Through The Arts Video Series

Drama

Elementary

THE ELEMENTS OF DRAMA

Grade 1 Length 6:24

Students dramatize characters during the Creative Process.

Students create and prepare a drama production based on a legend. They learn how to develop character, setting, and plot.

EXPRESSION THROUGH MOVEMENT

Grade 6 Length 12:50

Students use movement to represent science and history concepts.

This segment features integration of the Arts, science, and history. Drama and dance elements and conventions are integrated into the science and social studies curriculum through movement and self-expression. Students are challenged to use their imaginations to understand the abstract scientific concept of particle theory. They are actively engaged in representing the actions of molecules and are able to “feel” energy by using their bodies and the space around them.

Students employ a 3-step interview to deepen their understanding of historical figures they have researched. They use costumes and props to emphasize their character’s development. Students have fun while learning key factual information about the historical figures they have researched.

EXPLORING THE CREATIVE PROCESS

Grade 6 Length 16:04

Students use improvisation to discuss character education.

Students use dramatic elements and conventions to examine issues of inclusion and exclusion. They use tableau to illustrate character traits and to form the foundation for a presentation based on the Creative Process. “Role on the wall” and “hot seating” strategies help students understand the feelings and behaviours of the character they are developing. The class brings all of these ideas together by creating and presenting a short role-play. Students further develop their understanding of character by reflecting on their individual and collective processes.

WORLD EXPLORERS

Grade 6 Length 14:25

Students role play explorers during a social studies unit.

Students follow the Creative Process by developing a short scene based on explorers from the 1800s. They add theatrical tools and dramatic conventions to place particular emphasis on a character and enhance the entire scene. Students employ a variety of strategies to organize their creative ideas and structure their experimentation and planning. They decide on next steps for revising and refining their work by considering feedback from peers.

THE PRODUCTION PROCESS

Grade 7 Length 13:47

Students work together to perform and produce a play.

Students apply the Creative Process to create and present a dramatic work based on historical figures. They make use of available resources found in a typical classroom. In meeting a creative challenge of bringing a picture book to life, students use their imaginations to generate ideas about character, setting, and plot. Students develop success criteria for assessment and reflect on their learning.

DRAMATIZING SOCIAL INTERACTIONS

Grade 8 Length 12:01

Students create their own dramatizations, using excerpts from a play.

Students enter an imaginary world to explore character based on an existing text. “Role on the wall” strategy helps students to generate ideas that lead to a character profile. By employing improvisation techniques through the initial stages of the Creative Process students develop thoughts to embed in their creative project. They add movement sequences from the dance curriculum to emphasize the dramatic nature of their character’s development.

Secondary

THE MYTH OF PERSEPHONE

Grade 9 Length 17:14

Students participate in drama activities related to a Greek myth.

Students use the elements and conventions of drama in re-creating scenes from a traditional myth. Tableau helps students understand other aspects of dramatic interpretation such as character development, mood, and communicating a message. Techniques such as “hot seating” and “role on the wall” are demonstrated. Students use improvisation to experience and communicate the characteristics of the role they have been assigned. Students use writing in-role to deepen their understanding of their character and communicate the message using traditional or contemporary techniques (e.g., text messaging).

DRAMA AND LITERACY

Grade 10 Length 11:06

English language learners express themselves through drama.

This segment demonstrates ways to support English language learners by applying the elements and conventions of drama to create a scene that expresses vocabulary. Drama techniques are used to reinforce students' language, literacy, and drama skills. Differentiated instruction is evident throughout the class. The teacher employs a range of strategies and techniques in assessing student achievement.

IMPROVISATION ACTIVITIES

Grade 10 Length 16:59

Students play improv games and participate in improvised scenes.

Improvisation is the focus, illustrating a wide range of drama techniques. The teacher encourages students to take risks by modelling the concepts and strategies they are studying. Students apply the Creative Process in the development of a long form improvisation that expresses their personal feelings and emotions based on a relevant situation. The teacher applies sideline coaching to guide students through the process. Teacher and peer feedback are used to support student achievement.

GETTING INTO CHARACTER

Grade 11 Length 8:57

Students learn to think in-role in preparation for character role play.

This segment illustrates how role play can provide students with perspective on being another person or fictitious character. Essentially, they walk in the shoes of an individual who is discriminated against because of age. Students use the Critical Analysis Process to develop an understanding of the issues and characteristics of someone as they age.

DRAMA PERFORMANCE

Grade 12 Length 14:33

Students learn how to teach drama while creating their own drama production.

Students demonstrate leadership skills and dramatic techniques by creating and presenting an original work based on themes of social justice. They are part of the Theatre in the Community program which provides a vehicle for sharing their artistic projects in elementary schools and other community venues. Student leaders model and teach their elementary counterparts the elements and conventions of drama such as "role on the wall," "hot seating," and tableau.



Learning Through The Arts Video Series

Music

Elementary

ORFF INSTRUMENTS

Grade 1 Length 8:57

Students play Orff instruments as background music for a story.

This segment introduces primary students to the elements of music (rhythm, timbre, pitch). Students improvise on Orff instruments to interpret a story. They modify a simple melody by changing the elements to express their personal interpretation of a mood. They reflect on their learning by responding to guiding questions from the teacher.

PITCH THROUGH PATTERNING

Grades 1-2 Length 13:35

Students develop an awareness of the musical element "pitch."

This segment illustrates ways to integrate life-systems studies in science with the characteristics of pattern and shape related to pitch. Students use the elements of pitch and rhythm to create a collaborative soundscape. The teacher supports the diverse needs of the students by integrating a variety of instructional and assessment strategies. This lesson reflects the cultural context of the community.

MUSICAL INTERPRETATION OF POETRY

Grade 3 Length 13:24

Students write poetry based on a colour, and perform their piece with musical accompaniment.

This segment demonstrates integration of language study, visual arts, and music. Using a haiku poem based on colour, students create a visual image that serves as inspiration for a musical composition. They use the elements of pitch, duration (rhythm), and timbre to create an accompaniment for their poetry and visual artwork. The teacher uses technology to illustrate musical concepts and to provide a model of a finished artwork. Students express their feelings about the music they have created in written and oral reflections.

RHYTHMIC CLAPPING

Grade 3 Length 12:04

Students practise a variety of clapping activities.

This segment focuses on the element of rhythm in composing and performing. The teacher models both melodic and rhythmic concepts. Clapping games such as echo clapping, and call-and-response, are used to teach syncopation and other rhythm patterns. Students progress from rote learning to reading standard music notation. They experiment with manipulatives to create their own rhythm composition and further explore various timbres to be included in their work. Individual compositions are combined to create a larger work that illustrates a standard musical form.

MOVING TO THE BEAT

Grades 4-5 Length 10:54

Students move to rhythm in poems and verses.

This segment features the Orff approach as the primary instructional method for teaching the elements of music in composing and performing. The teacher models rhythm and pitch using the natural inflection of language featured in a poem. Students progress from rote learning to reading standard music notation. Movement is included to assist students in feeling the pulse and patterning of the music they are performing. Students improvise on an Orff instrument using a modal melody over accompaniment patterns.

STUDENT PEER FEEDBACK

Grade 5 Length 13:13

Peers offer feedback to each other as they write their own rhythmic composition.

Students apply the Creative Process in a rhythmic-based composition. The teacher provides criteria and learning goals at the outset to guide students in successfully completing the task. Students offer feedback to each other based on the learning goals during the creation and performance portions of the lesson. Students perform on recorders and Orff instruments in the presentation stage of the Creative Process and receive feedback from the teacher and their peers.

COMPOSING A MUSICAL

Grades 6-7 Length 14:23

Students collaborate to create different elements of a musical.

Students manipulate the elements of music to modify a simple melody by following the stages of the Creative Process. They produce a soundscape using the elements of pitch, duration, and expressive controls. Students reinforce their understanding of rhythm by moving in time to pulse and patterns performed by the teacher. Students reflect on their work in written form and provide peer feedback orally throughout the lesson. All students demonstrate their understanding of rhythm patterns by performing on instruments in a drum circle. Students collaboratively apply their new learning in a culminating task that requires planning, preparing, and performing a musical production.

BOOMWHACKERS

Grade 7 Length 14:54

Working in small groups, students create ostinatos, using simple instruments.

This segment depicts ways to create and perform music with limited resources. Students apply various stages of the Creative Process by composing a rhythmic ostinato piece for boomwhackers. The teacher provides an engaging and supportive environment for students to explore a creative challenge and to experiment with rhythm before transferring their ostinato patterns to a written notation. The teacher provides ongoing feedback during the revision stage of the Creative Process. Students apply the Critical Analysis Process prior to making final revisions to their compositions.

BAND FOUNDATIONS

Grades 7-8 Length 14:23

Students participate in an intermediate level concert band.

This segment demonstrates students in a band class learning a new composition. They access prior knowledge of the elements of music and technical performance skills with particular emphasis on dynamics, expression, and balance. They revise and refine their work based on self-reflection and teacher feedback. Students reflect on how music can communicate feelings and expression. They further explore how involvement in music has affected their personal lives.

MUSIC AND TECHNOLOGY

Grades 7-8 Length 14:24

Students use software to compose an original piece of music.

This segment features a cross-curricular lesson between visual arts and music. The teacher provides a creative challenge to compose a piece inspired by the design elements of visual arts. Students apply the elements of music and follow the Creative Process when completing the task. Students use computer notation software to record and print a notated version of their composition. Applying stages of the Creative Process, students present their preliminary work, receive peer and teacher feedback, make revisions, and then perform their completed composition.

Secondary

COMPOSING A “SYMPHONY”

Grades 9-12 Length 16:46

Students work collaboratively to create a “symphony,” using a variety of instruments.

This segment illustrates how music can be used to embed Aboriginal content in creating a composition. An artist-in-residence supports students in applying the Creative Process to their collaborative work. Emphasis on Aboriginal cultural is highlighted through the inclusion of the Seven Prophecies in their planning and production. The artist guides the students through the process and includes technology to produce an archival recording of their completed works, capturing the natural acoustics of various locations within the school.

CONCERT BAND

Grade 11 Length 8:07

Students participate in a senior level concert band.

This segment emphasizes the revising and refining stage of the Creative Process. Students are asked to critically assess their own work and that of their peers as they develop their musical skills. They access prior knowledge and develop specific vocabulary to describe the musical concepts explored through the chosen repertoire.

EXPLORING NON-TRADITIONAL SOUNDS

Grade 11 Length 13:31

Students explore non-traditional sounds on their stringed instruments.

This segment features students engaged in the Creative Process to create a composition that employs non-traditional sounds. Students explore and experiment with the elements of music to create their own notation system that reflects their sonic experimentation. They are engaged in the Critical Analysis Process throughout the lesson as they analyse the music of a Canadian composer and their peers. Students engage in reflective practice to assess their own work and that of their peers.

EXPLORING VOCAL WARM-UPS

Grade 11 Length 9:56

Working in small groups, students create vocal warm-ups.

Students devise warm-up activities and technical studies to prepare their peers for singing German lieder. They challenge their classmates with a range of exercises to develop tone, expand range, extend endurance, and improve their expression. Emphasis is also placed on text development, vocal articulation, tonal colour, fluency, and phrasing. This segment features expectations that address safe and healthy practices from the Foundations strand of the curriculum.

INTEGRATING MUSIC WITH BUSINESS STUDIES

Grades 11-12 Length 14:22

Students discuss how to market a musician to the public.

This segment features the Critical Analysis Process. Students use specific curriculum expectations to form the basis for a marketing strategy that promotes the work of a community artist/musician. They use the process to analyse structure of the music and to examine the function and meaning of the music. The class is a combination of business studies and a variety of music genres. Students suggest various ways for the artist to modify and adapt his music to different genres in order to appeal to a wider audience.

KEYBOARD IMPROVISATION

Grades 11-12 Length 14:14

Students are challenged to create improvised pieces using a keyboard.

This segment illustrates ways to teach improvisation through a variety of creative sound activities. Students begin with a cumulative ostinato. They apply elements and concepts such as rhythm and pitch to their creative work. The teacher uses modelling techniques to illustrate the musical concepts and provide scaffolding for the musical challenge. Students are exposed to the notion of improvisation as spontaneous composition or composing in the moment. Students engage in the Critical Analysis Process to deepen their understanding of the Creative Process and to assess their new learning.

ONE WORLD YOUTH ARTS PROJECT

Grades 11-12 Length 10:38

Students use technology to record and edit their own pieces of music.

Students from the *One World Youth Arts Project* create music that expresses their personal feelings and messages. The project mirrors real-world experiences from the music business. The segment includes commentary from graduates who have applied their learning to a career in music. Students who were at risk share their impressions of the impact music made on their lives.



Learning Through The Arts Video Series

Visual Arts

Elementary

FOCUS ON PATTERNS

Grade 1 Length 14:56

Students create artwork of animals, using patterns.

Students integrate concepts of patterning, line, and shape from visual arts as they study the life cycle of animals. The teacher uses visual organizers to support students in tracking their progress through the Creative Process. Elements of dance are also integrated into the lesson to help students conceptualize the way animals move. The teacher uses technology during feedback and reflection to help students understand the next steps for their artwork. Peer feedback of the finished product is carefully guided in the culminating portion of this lesson.

TWO-DIMENSIONAL ART IN SCIENCE

Grades 1-2 Length 17:49

Students use visual arts to enhance the study of simple machines.

The lesson presents the entire cycle of the Creative Process and demonstrates assessment *for*, *as*, and *of* learning. Students are presented with a creative challenge, then are encouraged to explore and experiment, and produce preliminary work before completing their artwork. Students activate their prior knowledge about how simple machines move to explore the elements and principles of design. Before creating their visual artwork, students experiment with movement, using their bodies to sense how their images will appear in two-dimension. The teacher uses technology to model the concepts for students prior to their engagement in the Creative Process. The segment features peer assessment during a gallery walk.

MIXING MEDIUMS

Grade 2 Length 12:04

Students create artwork, using a variety of mediums.

This segment illustrates how the elements and principles of art and design can be used when creating a visual artwork that combines a variety of materials. Students use line, shape, colour, and texture to create aquatic images as they apply the Creative Process. The teacher and peers provide them with feedback before they complete their project. Students revise and refine their work by incorporating the feedback along with their self-reflection into their personal artwork.

ANIMAL LEGENDS

Grade 3 Length 9:36

Students use traditional techniques to draw an animal and then write a legend about the animal.

This segment demonstrates ways to integrate visual arts and drama into studies of nature and animals based on Aboriginal culture. Examples of Pacific Northwest Coast artwork that include the elements of line and shape form the basis for the students' creative project. Students develop literacy skills by examining the structure and form of existing stories prior to drafting their script. The teacher provides ongoing feedback as students work in a collaborative and supportive environment to develop the characters for the legend they have created. Examples of rubrics represent ways a teacher can assess students' artwork.

CREATING MYTHICAL CREATURES

Grade 5 Length 12:41

Students create their own mythical creatures, using shapes.

Greek mythology, transitional geometry, and the elements of visual arts are integrated in this lesson. Students use the elements of line and shape and the principle of symmetry to design their own mythical being by applying various stages of the Creative Process. They describe the features and characteristics of their mythical being, using appropriate vocabulary from all three subject areas.

EXPRESSING MEANING USING MULTIMEDIA TECHNIQUES

Grade 5 Length 11:30

Students create artwork based on their study of Canadian government.

Concepts of visual art, dance, and drama are integrated in a social studies lesson. Students activate prior knowledge to generate ideas for use in a multi-media creative project. They use tableau to explore and experiment the political concepts that frame the subject matter for their artwork. The segment underscores the importance of process, rather than product, when engaged in creative activities. In a culminating gallery walk, students receive positive feedback from peers and the teacher.

THE STORY OF AN ARTWORK

Grades 5-6 Length 15:10

Students discuss famous works of art.

Students examine symbolism in existing artworks that communicate meaning by describing the elements of colour, texture, line, and shape. They use descriptive language to express their interpretation of the artist's message and dramatic forms such as tableau to experiment with their feelings prior to creating their visual project. Students reflect on their learning in a journal response in writing or using illustration.

CONNECTING WITH MEASUREMENT

Grade 6 Length 11:05

Students learn about the elements of design—line and proportion.

Students examine the elements of line and proportion, using stick figures in three-dimensional form as a model for their personal artwork. Connections to geometric shapes and other mathematical principles are evident throughout the lesson. Students produce preliminary work, then revise and refine their sketches prior to completing the creative task. They are guided by step-by-step instructions until they are ready to continue on their own. The teacher suggests a range of ideas for extending this new learning into other subject areas such as language arts and health.

INTEGRATING FIRST NATION TEACHINGS

Grade 6 Length 14:08

Students create a piece of art, using First Nation teaching as inspiration.

Students explore the elements and principles of design in woodland native art as the basis for a creative project that expresses their understanding of the culture. They apply the Critical Analysis Process to examine the symbolism of virtues and values from the Seven Teachings within existing artworks. Particular emphasis is put on the use of colour as they apply elements and principles of design to the creative project. Students employ safe practices in the use and disposal of their art materials.

DRAWING TO MUSIC

Grades 7-8 Length 12:33

Students experiment with drawing to different types of music.

Students express their feelings and emotions through an abstract drawing. The teacher provides models of abstract artworks and music to prompt students in generating ideas and using their imagination in the initial stages. Students co-construct success criteria for their finished artwork. The teacher underscores the importance of applying the Creative Process in a fluid and non-linear fashion as students work on their projects. Students write an artist statement to express their artistic intentions.

EXPLORATION OF MEDIUMS

Grades 7-8 Length 13:06

Students explore traditional artwork and examine how First Nations' culture can be intertwined with artistic exploration and creation.

Students examine existing artworks of First Nations' artists in Canada to study elements and principles of design, including line, colour, proportion, and texture before applying to their artwork. Community leaders are invited into the classroom to share their cultural perspective. Students follow the Creative Process in completing an array of projects that represent the Seven Teachings and cultural symbolism.

CREATING AN INSTALLATION

Grade 8 Length 15:51

Students create an installation art piece based on their field trip to Toronto.

Students from a rural community create an installation inspired by a recent field trip to an urban centre. They represent their feelings and emotions in three-dimensional artwork by applying the Creative Process and using the elements and principles of design. Brainstorming techniques are used to generate ideas for various components. The teacher provides examples of installation artwork as a model for the student project. Students access prior knowledge of visual art techniques to include in this collaborative artwork. The student artists and peer assessors use appropriate vocabulary in the reflection period.

Secondary

MASKS AND MYTHS

Grade 9 Length 12:37

Students write and perform original myths.

Students create a myth and develop characters based on the theme of a new or emerging technology. Using the elements and principles of visual arts, they design and produce a mask to represent a character they conceptualize. Using the elements and conventions of drama, they perform a scene of the story they have scripted. The teacher provides accommodations for students who are not comfortable presenting to a live audience by allowing them to record a video of their scene.

ENGAGING BOYS IN THE ARTS

Grade 9 Length 16:59

Students become re-engaged in school through participating in a student-driven visual arts program.

Boys who are at risk apply the Creative Process in producing artworks, using various media that reflect their own interests and needs. They explore and experiment with materials found in the environment outside of the classroom to produce an installation that conveys a message or theme. They extend this experience by applying the Critical Analysis Process to discussions based on social justice issues. They use guerrilla art as a way to challenge their audience to pause and ponder the personal messages they have represented.

CREATING A DIGITAL IDENTITY

Grade 10 Length 10:34

Students use technology to create art.

This segment features students exploring elements and principles of design, using technology. The theme of a digital nomad is developed so that students can create a cyber-identity that parallels their real identity. Using graffiti, they embed their “signature” or “tag” within a piece of artwork representing their personal thoughts and feelings. The teacher promotes independent learning once the students have achieved competency with the technology they are using in the Creative Process.

WOODLAND STYLE ARTWORK

Grades 10-11 Length 17:15

Students use traditional techniques to create artwork.

This segment represents the cultural traditions and artistic principles of design from woodland style art in a classroom of Aboriginal students. Elders are invited to share their stories and perspectives on traditional First Nation arts and crafts. Students apply the elements and principles of visual arts to their personal artworks using various First Nation artforms and techniques. Story telling serves as the inspiration for individual student creations and, in turn, they relay the story of their artwork based on this inspiration and the personal message they wish to convey.

SKATEBOARDS: AN INTEGRATED UNIT

Grades 11-12 Length 13:10

Students use skateboards as a focus for their learning.

This segment demonstrates how engaging in visual arts can motivate students to stay in school. Students apply the elements and principles of design in manufacturing a skateboard. They discuss the relevance of their experiences in art and how they are connected to the community and real-life situations. Students' experiences in producing artworks are linked to other curriculum subjects such as English (skateboarding magazine publications) and business studies (becoming entrepreneurs).



Learning Through The Arts Video Series

Media Arts

Secondary

SOCIAL ISSUES COMMUNITY PROJECT

Grade 9 Length 13:24

Students create a mixed media display to represent various social issues.

Students create a three-dimensional media artwork that communicates their feelings and ideas based on a conceptual understanding of walls and barriers. Students apply elements and conventions of design in the creation of an artwork based on a social justice theme. They research artists who work in this area, select a theme/issue, then follow the Creative Process in completing the task. The teacher uses technology in instruction, assessment, and ongoing communication with students.

PHOTOGRAPHY

Grade 10 Length 8:09

Students collaboratively create artwork, using stop motion animation.

This segment illustrates how technology and media arts studies can be used to engage students and help keep them in school. Stop motion animation technique is applied in the production of a collaborative media artwork.

MULTI-SENSORY POST-MODERN ART

Grade 11 Length 7:23

Students use a variety of media to explore and assemble as post-modern sculptures.

Students choose from a variety of materials to express their feelings in the creation of a post-modern inspired media artwork. They apply the Creative Process in completing a task which communicates a personal message. They apply the Critical Analysis Process when studying existing media artworks to acquire a perspective for their own work.

At a Glance by Subject

DANCE

Body Movement and Space	Students learn about the first two elements of dance.	GRADES 1-2
Interpreting Poetry	Students use dance to enhance their study of poetry.	GRADE 2
Exploring Symmetry	Students use their bodies to practise the concept of symmetry.	GRADE 5
The Elements of Dance	Students use dance to explore the four elements - air, water, fire and earth.	GRADE 6
Expressing Emotions	Students use inclusion and exclusion vocabulary words to create movement.	GRADE 6
Cultural Dances	Students learn dances from a variety of cultures.	GRADE 7
Creative Movement	Students create movement pieces to discuss global issues.	GRADE 8
A Boys' Dance Class	A boys-only dance program helps students explore the "maleness" of dance.	GRADE 10
Interpreting Modern Dance Vocabulary	Students create presentations based on the ideas of swing, suspend, fall, and oppositional pull.	GRADE 11

DRAMA

The Elements of Drama	Students dramatize characters during the Creative Process.	GRADE 1
Expression through Movement	Students use movement to represent science and history concepts.	GRADE 6
Exploring the Creative Process	Students use improvisation to discuss character education.	GRADE 6
World Explorers	Students role play explorers during a social studies unit.	GRADE 6
The Production Process	Students work together to perform and produce a play.	GRADE 7
Dramatizing Social Interactions	Students create their own dramatizations, using excerpts from a play.	GRADE 8
The Myth of Persephone	Students participate in drama activities related to a Greek myth.	GRADE 9
Drama and Literacy	English language learners express themselves through drama.	GRADE 10
Improvisation Activities	Students play improv games and participate in improvised scenes.	GRADE 10
Getting into Character	Students learn to think in-role in preparation for character role play.	GRADE 11
Drama Performance	Students learn how to teach drama while creating their own drama production.	GRADE 12

At a Glance by Subject

MUSIC		
Orff Instruments	Students play Orff instruments as background music for a story.	GRADE 1
Pitch Through Patterning	Students develop an awareness of the musical element "pitch."	GRADES 1-2
Musical Interpretation of Poetry	Students write poetry based on a colour, and perform their piece with musical accompaniment.	GRADE 3
Rhythmic Clapping	Students practise a variety of clapping activities.	GRADE 3
Moving to the Beat	Students move to rhythm in poems and verses.	GRADES 4-5
Student Peer Feedback	Peers offer feedback to each other as they write their own rhythmic composition.	GRADE 5
Composing a Musical	Students collaborate to create different elements of a musical.	GRADES 6-7
Boomwhackers	Working in small groups, students create ostinatos, using simple instruments.	GRADE 7
Band Foundations	Students participate in an intermediate level concert band.	GRADES 7-8
Music and Technology	Students use software to compose an original piece of music.	GRADES 7-8
Composing a "Symphony"	Students work collaboratively to create a "symphony," using a variety of instruments.	GRADES 9-12
Concert Band	Students participate in a senior level concert band.	GRADE 11
Exploring Non-Traditional Sounds	Students explore non-traditional sounds on their stringed instruments.	GRADE 11
Exploring Vocal Warm-ups	Working in small groups, students create vocal warm-ups.	GRADE 11
Keyboard Improvisation	Students are challenged to create improvised pieces, using a keyboard.	GRADES 11-12
Integrating Music with Business Studies	Students discuss how to market a musician to the public.	GRADES 11-12
One World Youth Arts Project	Students use technology to record and edit their own pieces of music.	GRADES 11-12

At a Glance by Subject

VISUAL ARTS

Focus on Patterns	Students create artwork of animals, using patterns.	GRADE 1
Two-Dimensional Art in Science	Students use visual arts to enhance the study of simple machines.	GRADES 1-2
Mixing Mediums	Students create artwork, using a variety of mediums.	GRADE 2
Animal Legends	Students use traditional techniques to draw an animal and then write a legend about the animal.	GRADE 3
Creating Mythical Creatures	Students create their own mythical creatures, using shapes.	GRADE 5
Expressing Meaning Using Multimedia Techniques	Students create artwork based on their study of Canadian government.	GRADE 5
The Story of an Artwork	Students discuss famous works of art.	GRADES 5-6
Connecting with Measurement	Students learn about the elements of design—line and proportion.	GRADE 6
Integrating First Nation Teachings	Students create a piece of art using First Nations’ teaching as inspiration.	GRADE 6
Drawing to Music	Students experiment with drawing to different types of music.	GRADES 7-8
Exploration of Mediums	Students explore traditional artwork and examine how First Nations’ culture can be intertwined with artistic exploration and creation.	GRADES 7-8
Creating an Installation	Students create an installation art piece based on their field trip to Toronto.	GRADE 8
Masks and Myths	Students write and perform original myths.	GRADE 9
Engaging Boys in the Arts	Students become re-engaged in school through participating in a student-driven visual arts program.	GRADE 9
Creating a Digital Identity	Students use technology to create art.	GRADE 10
Woodland Style Artwork	Students use traditional techniques to create artwork.	GRADES 10-11
Skateboards: An Integrated Unit	Students use skateboards as a focus for their learning.	GRADES 11-12

MEDIA ARTS

Social Issues Community Project	Students create a mixed media display to represent various social issues.	GRADE 9
Photography	Students collaboratively create artwork, using stop motion animation.	GRADE 10
Multi-Sensory Post-Modern Art	Students use a variety of media to explore and assemble as post-modern sculptures.	GRADE 11

At a Glance by Grade

GRADES 1, 2, & 3

The Elements of Drama	Students dramatize characters during the Creative Process.	GRADE 1
Focus on Patterns	Students create artwork of animals, using patterns	GRADE 1
Orff Instruments	Students play Orff instruments as background music for a story.	GRADE 1
Body Movement and Space	Students learn about the first two elements of dance.	GRADES 1-2
Pitch Through Patterning	Students develop an awareness of the musical element “pitch.”	GRADES 1-2
Two-Dimensional Art in Science	Students use visual arts to enhance the study of simple machines.	GRADES 1-2
Interpreting Poetry	Students use dance to enhance their study of poetry.	GRADE 2
Mixing Mediums	Students create artwork, using a variety of mediums.	GRADE 2
Animal Legends	Students use traditional techniques to draw an animal and then write a legend about the animal.	GRADE 3
Musical Interpretation of Poetry	Students write poetry based on a colour, and perform their piece with musical accompaniment.	GRADE 3
Rhythmic Clapping	Students practise a variety of clapping activities.	GRADE 3

GRADES 4, 5, & 6

Moving to the Beat	Students move to rhythm in poems and verses.	GRADES 4-5
Creating Mythical Creatures	Students create their own mythical creatures, using shapes.	GRADE 5
Exploring Symmetry	Students use their bodies to practise the concept of symmetry.	GRADE 5
Expressing Meaning Using Multimedia Techniques	Students create artwork based on their study of Canadian government.	GRADE 5
Student Peer Feedback	Peers offer feedback to each other as they write their own rhythmic composition.	GRADE 5
The Story of an Artwork	Students discuss famous works of art.	GRADES 5-6
Connecting with Measurement	Students learn about the elements of design—line and proportion.	GRADE 6
The Elements of Dance	Students use dance to explore the four elements - air, water, fire and earth.	GRADE 6
Exploring the Creative Process	Students use improvisation to discuss character education.	GRADE 6
Expressing Emotions	Students use inclusion and exclusion vocabulary words to create movement.	GRADE 6
Expression through Movement	Students use movement to represent science and history concepts.	GRADE 6
Integrating First Nation Teachings	Students create a piece of art using First Nations’ teaching as inspiration.	GRADE 6
World Explorers	Students role play explorers during a social studies unit.	GRADE 6
Composing a Musical	Students collaborate to create different elements of a musical.	GRADES 6-7

At a Glance by Grade

GRADES 7 & 8		
Composing a Musical	Students collaborate to create different elements of a musical.	GRADES 6-7
Boomwhackers	Working in small groups, students create ostinatos, using simple instruments.	GRADE 7
Cultural Dances	Students learn dances from a variety of cultures.	GRADE 7
The Production Process	Students work together to perform and produce a play.	GRADE 7
Band Foundations	Students participate in an intermediate level concert band.	GRADES 7-8
Drawing to Music	Students experiment with drawing to different types of music.	GRADES 7-8
Exploration of Mediums	Students explore traditional artwork and examine how First Nation culture can be intertwined with artistic exploration and creation.	GRADES 7-8
Music and Technology	Students use software to compose an original piece of music.	GRADES 7-8
Creating an Installation	Students create an installation art piece based on their field trip to Toronto.	GRADE 8
Creative Movement	Students create movement pieces to discuss global issues.	GRADE 8
Dramatizing Social Interactionst	Students create their own dramatizations, using excerpts from a play.	GRADE 8

At a Glance by Grade

GRADES 9, 10, 11 & 12		
Composing a “Symphony”	Students work collaboratively to create a “symphony,” using a variety of instruments.	GRADES 9-12
Engaging Boys in the Arts	Students become re-engaged in school through participating in a student-driven visual arts program.	GRADE 9
Masks and Myths	Students write and perform original myths.	GRADE 9
The Myth of Persephone	Students participate in drama activities related to a Greek myth.	GRADE 9
Social Issues Community Project	Students create a mixed media display to represent various social issues.	GRADE 9
A Boys’ Dance Class	A boys-only dance program helps students explore the “maleness” of dance.	GRADE 10
Creating a Digital Identity	Students use technology to create art.	GRADE 10
Drama and Literacy	English language learners express themselves through drama.	GRADE 10
Improvisation Activities	Students play improv games and participate in improvised scenes.	GRADE 10
Photography	Students collaboratively create artwork, using stop motion animation.	GRADE 10
Woodland Style Artwork	Students use traditional techniques to create artwork.	GRADES 10-11
Concert Band	Students participate in a senior level concert band.	GRADE 11
Exploring Non-Traditional Sounds	Students explore non-traditional sounds on their stringed instruments.	GRADE 11
Exploring Vocal Warm-ups	Working in small groups, students create vocal warm-ups.	GRADE 11
Getting into Character	Students learn to think in-role in preparation for character role play.	GRADE 11
Multi-Sensory Post-Modern Art	Students use a variety of media to explore and assemble as post-modern sculptures.	GRADE 11
Integrating Music with Business Studies	Students discuss how to market a musician to the public.	GRADES 11-12
Keyboard Improvisation	Students are challenged to create improvised pieces using a keyboard.	GRADES 11-12
One World Youth Arts Project	Students use technology to record and edit their own pieces of music.	GRADES 11-12
Skateboards: An Integrated Unit	Students use skateboards as a focus for their learning.	GRADES 11-12
Drama Performance	Students learn how to teach drama while creating their own drama production.	GRADE 12