Reach Out Through Music! ~by Susan Dallyn

Global classrooms connect through the study of *Music* with themes of *Peacebuilding, Global Citizenship, Social Responsibility, Diversity In Schools, and Climate Change Action For Sustainable Ecological Interdependence*

Section 1. Unit Overview
Section 2. Sample Lesson: Make New Friends
Section 3. Lesson Resources

Subject area: Interdisciplinary curriculum connections through Music

**Intended learners:** Kindergarten to Gr. 7 and Beyond

- Knowledge focus
  - Primary Grades: *Singing, Dance Movement, Percussion*
  - Lower Intermediate Grades: *Melodic /Harmonic Instrument Playing*
  - Upper Intermediate Grades: *Group Interdependence, Roles And Responsibilities In Music, Performance*
  - High School and Community: *Music Leadership, Community Work*

**Rationale:**

The purpose of this lesson aid is to encourage interdisciplinary curriculum connections in schools through Music, placing an importance on individual and collective action towards:

- **Peacebuilding & Global Citizenship**
  1) gathering knowledge, attitudes and contributions associated with improving the quality of life for all people
  2) participating in safe classroom activities supported by Global Education goals including the development in young people of a sense of responsibility that reaches beyond their own community and nation
  3) inspiring a call to action, to engage in active learning and to make a commitment to social justice
  4) interconnecting with others through an exchange of music, songs and stories

- **Social Responsibility & Diversity In Schools**
  1) public education philosophies promoted in Canada and outlined by the British Columbia Ministry of Education, supporting equitable participation in education, enhanced social responsibility among students, improved social climates at school and an appreciation of the contributions of all people
  2) recognizing and appreciating people’s uniqueness and contributions as individuals and people’s need and sense of belonging or identification within a group or groups
with goals to respect language rights, to preserve diverse cultural heritages, to promote social equality and justice through recognition of individual differences beginning with a recognition of the contributions and importance of indigenous peoples developing games and music activities to improve individual self esteem and group participation

- **Climate Change Action For Sustainable Ecological Interdependence**
  
  1) increasing awareness of climate change
  2) fostering critical thinking in regards to solutions
  3) participation in a music program which supports themes and philosophies of environmental education
  4) encourage personal plans of renewable energy use among students, families, communities and countries

**Learning Outcomes:**

- This lesson aid follows the B.C. Ministry of Education Prescribed Learning Outcomes for Kindergarten to Gr. 7 Music: [http://www.bced.gov.bc.ca/irp/fak7/apamus.htm#csc](http://www.bced.gov.bc.ca/irp/fak7/apamus.htm#csc)

- Unless otherwise stated, the sample lesson plans list the first primary level prescribed learning outcomes for music. Grade level musical objectives should be referred to when working with children in older grades.

**Links:**

- To BC Performance Standards for Social Responsibility:
  - contributing to the class and school community
  - solving problems in peaceful ways
  - valuing diversity and defending human rights
  - exercising democratic rights and responsibilities

- To CIDA themes:
  - Basic Human Needs
  - Gender Equality
  - Infrastructure Services
  - Human Rights, Democracy, and Good Governance
  - Environment
To global education objectives

Content objectives: to develop student awareness and skills relating to:

- peace building
- global citizenship
- social responsibility
- diversity in schools
- climate change action for sustainable ecological interdependence

Process objectives: to recognize that

- Learning requires the active participation of the student
- People learn in a variety of ways and at different rates
- Learning is both an individual and a group process

Unit Overview:

Canada’s global leadership in (1) Peacekeeping and (2) promoting solutions to Climate Change are celebrated in this lesson aid. Music interpretation and student performance occur within a framework of desire to promote a more peaceful and ecologically sustainable planet. Students develop a Harmony Challenge action plan and work to promote the success of their plan for both themselves and for their community.

Through collecting and communicating messages, stories, poems, pictures, dance steps and music lyrics, students create an awareness of their unique cultural portraits and become proud of their school community. As inspiration, Fine Arts Visiting Artists are invited to the school to perform. Students see the excitement that performance brings and envision performance possibilities for their stories and songs. Performance opportunities are given to eager students at assemblies and school concerts.

The activities and strategies of this unit / program of study invite the musical voice and issues of student world cultures to be expressed, maintaining a focus on improving access to the study of music for all children regardless of socio-economic background, language, gender, age and location. The call and response method of musical expression found in the music of the world’s aboriginal cultures is used to encourage a natural dialogue, debate and musical exchange between students, teachers, classrooms and communities to create questions, answers, storytelling, creative brainstorming and active performance by all participants.

Reach Out Through Music! is grouped into six lesson themes:

- Make New Friends
- Music and Meaning
- Tell Your Story
- Sing Your Song
- “Suzuki Music” With An Eco Twist – 10 progressively challenging songs (for voice and instrument) selected to promote environmental awareness
- Answer The Call
- Perform
It is expected that students will:

- create, express, perceive and respond to global issues and events through a musical “lens”

- acknowledge the interconnectedness of the following terms: global education, music education, world music, global citizenship, global classrooms, aboriginal culture, aboriginal music, school culture, school music, youth culture, youth music, cultural diversity, biodiversity, cultural roots, musical harmony, global harmony, global issues, peacebuilding, songwriting, singing, storytelling, language, freedom of speech, media awareness, social responsibility and democracy

Timeline:

- One term (three months) or a whole music program (usually three terms per school year) taking into account that:
  - elementary music classes usually are 40 minutes long
  - some classes meet once only per week
  - some classes meet twice per week
  - fine arts scheduling differs between schools

Assessment strategies:

1) available through B.C. Ministry of Education:

- Fine Arts (Music) assessment strategies and rubrics: (criterion referenced, measuring skill achievement and concrete thinking)
  - Singing
  - Texture and Rhythm
  - Pitched Instruments (such as Recorder)

- Social Responsibility worksheets (to assess responsibilities necessary to listen to, create, and perform music)
  - Kindergarten to Grade 3
  - Grade 4 to 5
  - Grade 6 to 8
  - Grade 8 to 10

- Performance Standards (four levels of student performance for report card purposes)

2) integrated into this unit

- theme based music activities and performance assessment strategies (encouraging critical, creative and abstract thinking)
opportunities for peers and parents to see growth in student skill, attitude and behaviour through participation in music games, presentations and assemblies

active student involvement and excitement (directing and changing their own environment)

direct observations (during interactions in class)

student projects (teacher designed)

student reflections, self reports and student initiated projects (reflecting students own thinking, interests and actions)

Unit Resources:

A  Suggestions for using this lesson aid

B  Vocabulary, Terms, Curricular Emphasis

C  Selected Terms from the B.C. Ministry of Education Integrated Resource Packages

D  Recommended Web Links
A. Suggestions for using this lesson aid:

- Look over the Reach Out Through Music! lesson themes, modify the activities to suit your situation and use the Prescribed Learning Outcomes for your grade level.

- **Plan your assessment strategies carefully**, using the suggestions provided in this lesson aid, or by designing your own.

- Provide opportunities for students to visit you after school to practice or play a performance achievement level for you on an instrument that is being studied, such as the recorder.

- Start or join a **Social Responsibility Committee**:
  - promote peacebuilding and social responsibility concepts in school.
  - hold monthly school wide student assemblies on chosen social responsibility topics.
  - use school student planners which outline social responsibility topics as resource support.

- Start or join a **School Fine Arts Committee**:
  - This offers a system of support for the fine arts in your school.
  - Work collaboratively with school colleagues to create fine arts lesson plans, unit ideas, assessment strategies and student performance opportunities by holding School Fine Arts Committee meetings throughout the year.
  - collect a determined fee per student per year from parents, fundraising or school funds to bring in Fine Arts Visiting Artists.
  - Fine Arts Visiting Artists provide inspiration through their performances. They also provide curriculum material that can be added to the school Library Resource Centre in Fine Arts bins that can be shared throughout the school.
  - Lessons, activities and units can be built around the CDs, music books, song lyrics and materials that the Fine Arts Visiting Artists provide. Make sure to ask for copies of their material.
  - Fundraising can occur if the Fine Arts Visiting Artists wish to make CDs available for student purchase. A percentage of the sales can go towards the school Fine Arts program.

- Consult school administrators, counsellors, librarians, teachers and support staff to confirm school wide themes, accreditation goals, events and areas of need or focus

- Find / make / construct songs, books, pictures, games, dances, puppets, felt story board pieces, posters, props, sets, to illustrate topics, activities and learning needs that evolve, paying attention to copyright rules and regulations. Develop theme based resource kits, and a good classroom music library of music selections and musicals that are
rewarding to use with the children. (Major music stores offer reading workshops, particularly in August)

- Construct a **global messages information web** that matches your current need and situation:
  
  o as simple as a classroom / or community message centre
  o or as sophisticated as a dedicated website such as an area within a school website
  o or access a community website such as the B.C. Teachers’ Federation Global Education website [http://www.bctf.ca/SocialJustice.aspx?id=6214](http://www.bctf.ca/SocialJustice.aspx?id=6214)
B. Vocabulary, Terms, Curricular Emphasis

- **aboriginal culture**: respect and protection of the cultures, languages and music of the “original people” of a land, First People, First Nations, learning from and respecting the wisdom of elders and aboriginal cultural leaders

- **access to music education**: music education for all children regardless of economic background, language, age and location

- **access to library resource centres**: relevant research, teacher librarians

- **access to technology**: sound production equipment, computers, software, internet

- **advocacy and promotion of global harmony**: both musically and culturally

- **appreciation and enthusiasm towards Music and the Fine Arts**: promoting communication through the language of artistic expression

- **challenges**: help transform schools and education systems to be centred not only on reading, writing and numeracy, but on strengthening communities through expressions of Music and the Fine Arts with the aim to encourage sustainable cultural and environmental practices

- **challenge games**: to build class and school spirit, to encourage participation in activities and goals of the school community

- **critical thinking and discussion opportunities**: to consider various viewpoints and perspectives leading to further inquires and potential areas of discovery

- **global message centres**: the collection and exchange in classrooms, schools, and communities (including websites) of stories, pictures, poems, music and songs about the promotion of peace, social responsibility, environmental awareness and world music

- **honour**: giving respect and appreciation to cultural roots including youth and student culture, aboriginal culture, cultures from around the world providing a safe and caring environment for cultural interconnectedness and an opportunity for a growing awareness of global citizenship

- **improvisation**: Fine Arts term for experimenting with elements of artistic expression

- **inclusive participation**: opportunities for all students including those with special needs / gifts

- **integration of themes**: interconnecting themes outlined as important by the B.C. Ministry of Education, and the Canadian governmental organization C.I.D.A. (Canadian International Development Association)
- **interconnected leadership**: broad based leadership that involves children and young people, giving confidence and inspiration to the whole community, focusing on the values of human rights, citizenship, cultural diversity, and environmental sustainability.

- **investigation opportunities**: science strategies useful for the study of ecology and climate change solutions.

- **music exploration**: experimentation with the capabilities of the musical human voice, meaning in musical communication, available made and found instruments, appreciation of current music and music in history.

- **playfulness and cooperation in groups**: games, skits, presentations and performances which promote participation and positive social interactions.

- **positive development**: helping communities to be productive, united and at peace.

- **positive learning conditions**: environments that foster success for all students, promote a fair and equitable treatment for all and provide the necessary learning support services to help students succeed.

- **web systems**: the complexity and interrelatedness of web systems in both nature and humanity, with an emphasis on maintaining biodiversity and cultural diversity to ensure planetary sustainable living.

- **world / global issues**: the most serious (terrorism, war, HIV/AIDS, ecological disasters, natural disasters, lack of water and sanitation) severely impact sustainable development efforts in a counterproductive, destructive way.
C. Selected Terms from the B.C. Ministry of Education Integrated Resource Packages  
(in progressive order, however this will vary depending on student needs, age and interests)

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Available Instruments
Instruments - Sometime Referred
To As Found Instruments
The Expressive Elements Of Music
D. **Recommended Web Sites:**

- **B.C. Ministry of Education**
  
  [http://www.gov.bc.ca/bced](http://www.gov.bc.ca/bced)

  B.C. Public school goals: literacy, numeracy, social responsibility and guided technology

- **Performance Standards for Social Responsibility:**
  
  [http://www.bced.gov.bc.ca/perf_stands/social.resp.htm](http://www.bced.gov.bc.ca/perf_stands/social.resp.htm)

  quick scales and elaborated scales to examine student involvement in: contributing to the class and school community, solving problems in peaceful ways, valuing diversity and defending human rights, exercising democratic rights and responsibilities

- **Diversity in B.C. Schools:**
  

  policy to help ensure that differences among learners do not impede their participation in school / their mastery of learning outcomes / or their ability to become contributing members of society

- **B.C. Teachers’ Federation Global Education**
  

  Teaching objectives: knowledge, skills, attitudes; personal and interrelated systems, education & literacy; the environment; peace and conflict

  Global classroom projects that engage students to work towards global social justice

- **Music Without Borders**
  

  research that recognises:

  - the need to build World Music appreciation into school curriculum
  - that in countries / cultures with low literacy, songs are often the primary means by which messages about social issues reach people
  - that in low literacy cultures information about poverty, inequality, status of women, HIV/AIDS, hunger, politics and the environment are communicated in stories and songs
  - that there is a need to encourage the sustainability of indigenous musical culture as some of these cultures and languages are disappearing due to oppressive social issues
  - lyrics are appearing in translation in liner notes of World Music CDs, which become valuable learning resources for Global Education, Music, Fine Arts, Science and Social Studies curriculum
  - singers and songwriters are messengers of social and development issues and demonstrate the interconnectedness of world issues
• Canadian International Development Agency  

  Goals:
  
  o  achieve universal primary education, promote gender equality and empower women, ensure environmental sustainability, make available the benefits of new technologies especially information and communications, develop a global partnership for development, contribute to international peacebuilding

  o  to encourage Canadian youth to actively explore international cooperation issues in “Global Classrooms”  

• Support for the Fine Arts:

  o  B. C. Ministry of Education Fine Arts Integrated Resource Package  
  [http://www.bced.gov.bc.ca/irp/fak7/fak7toc.htm](http://www.bced.gov.bc.ca/irp/fak7/fak7toc.htm)

  o  Vancouver School Board Fine Arts (school support, Artist In Residence Programs)  
  [http://www.vsb.bc.ca/admin/divisions/ls/dls/departments/districtfinearts.htm](http://www.vsb.bc.ca/admin/divisions/ls/dls/departments/districtfinearts.htm)

  o  Parent support for the Fine Arts  

  o  Schools specializing in Fine Arts instruction:
    
      ▪  Nootka Elementary Fine Arts Program, Vancouver School Board  
      [http://nootka.vsb.bc.ca/FineArts/FineArtsLinkPage.html](http://nootka.vsb.bc.ca/FineArts/FineArtsLinkPage.html)

      ▪  Langley Fine Arts School  
      [http://www.lfasbc.com/map.html](http://www.lfasbc.com/map.html)

  o  Local school based Fine Arts Committees: hosting school concerts, “Visiting Artist Concerts”, and supporting an awareness of:

      ▪  B.C. Music Educator’s Association  
      [http://www.bctf.bc.ca/psas/BCMEA/](http://www.bctf.bc.ca/psas/BCMEA/)

      ▪  Coalition For Music Education in B.C.  
      [http://www bcmusiccoalition.org/links.html](http://www bcmusiccoalition.org/links.html)

      ▪  American Federation of Musicians of the U.S. and Canada  
      [http://www.vma145.ca/](http://www.vma145.ca/)

      ▪  Canadian Music Centre  
      [http://www.musiccentre.ca/cmc.cfm](http://www.musiccentre.ca/cmc.cfm)

      ▪  Art Starts In Schools (projects)  
      [www.artstarts.com](http://www.artstarts.com)

      ▪  Learning Through The Arts (research / lesson plans and programming)  
      [http://www.ltta.ca/](http://www.ltta.ca/)

      ▪  International Arts Days  
      [http://www.pch.gc.ca/special/arts/commun/index_e.html](http://www.pch.gc.ca/special/arts/commun/index_e.html)

      ▪  Culture Matters Coalition  
      [http://www.culturematters.ca](http://www.culturematters.ca)

      ▪  Alliance For The Arts  
o B.C. Curriculum for Aboriginal Education:  http://www.bced.gov.bc.ca/abed/

to improve school success for Aboriginal students, increase Aboriginal voice, promote
knowledge of Aboriginal language, culture, and history for all students, ensure effective
use of resources, increase Aboriginal communities' satisfaction with the public school system.

o Issues of Climate Change:

  ▪ as defined and sponsored by the Federal Government of Canada
    http://www.climatechange.gc.ca

  ▪ as defined and sponsored by the Provincial Government of B.C.
    ➢ Water, Air and Climate Change Branch
      http://wlapwww.gov.bc.ca/air/climate/
    ➢ Wild BC
      http://www.hctf.ca/wild/about.htm
    ➢ Eco Education B.C.
      http://www.bccf.com/ecoed/About/about.html

  ▪ as defined and sponsored by non-governmental organizations:
    ➢ Vancouver based David Suzuki Foundation
      http://www.davidsuzuki.org/Climate_Change/
    ➢ Nature Challenge for kids
      http://www.davidsuzuki.org/kids/
    ➢ Nature Challenge for communities
      http://www.davidsuzuki.org/WOL/challenge/10steps.asp
    ➢ The Pembina Institute for Appropriate Development
      http://climatechangesolutions.com/

• Media Awareness Network (web awareness):  http://www.webawareness.org/

  knowing the issues, new challenges and issues that arise as children and young people go
  on the internet, helping kids cope with media coverage of traumatic world events

• British Columbia Teacher-Librarians’ Association: http://www.bctf.bc.ca/psas/BCTLA/

  professional management of resources in school libraries, cooperative planning with
teachers, cooperative teaching, literature appreciation, resource-based instruction and
library advocacy


  ▪ Universal Declaration of Human Rights  http://www.unhchr.ch/udhr/lang/eng.htm
- Creativity and the Arts  http://www.unesco.org/culture/creativity/
- Preserving Culture  http://www.un.org/works/culture/culture1.html
- International Decade of the World’s Indigenous People  http://www.unesco.org/culture/indigenous/
- Convention on Climate Change and the Kyoto Protocol  http://unfccc.int/resource/convkp.html
  - Wildlife Education  http://www.wildeducation.org/
  - Sustainable Development  http://www.un.org/esa/sustdev/
  - Peacebuilding  http://www.acdi-cidi.gc.ca/peace
  - World Peace Flame  http://www.worldpeaceflame.com/wpf/
  - World Peace Flame at the Hague  http://www.lifefoundation.org.uk/monumentNL/
Lesson: Make New Friends

- Learning outcomes:

<table>
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<tr>
<td>start to look at the world through a “musical lens”</td>
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<tr>
<td>promote human rights through fair play in music activities and music games</td>
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<tr>
<td>develop interdependence and independence through social and musical experiences</td>
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<tr>
<td>understand and research the musical contexts of self and community</td>
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<td>strengthen language and communication skills by talking, singing and role playing</td>
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<tr>
<td>acknowledge the interconnectedness of the following terms: global citizenship, global classrooms, school culture, school music, musical harmony, global harmony, peacebuilding, language, social responsibility and democracy</td>
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<tr>
<td>engage in democracy, by voting and making democratic decisions in class</td>
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<tr>
<td>discuss global citizenship, and the global initiatives of the United Nations, Canadian International Development Agency (C.I.D.A.), non governmental organizations (N.G.O.), and of caring individuals</td>
</tr>
<tr>
<td>make every effort to recognize, prevent and report incidences of discrimination, harassment and violence</td>
</tr>
<tr>
<td>promote peacebuilding and social responsibility, beginning in our “global classrooms”</td>
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- Links:

  o B.C. Ministry of Education Prescribed Learning Outcomes for Music:
    - Demonstrate a willingness to participate in music experiences
    - Identify appropriate audience and performance skills
    - Demonstrate respect for the contribution of others
  
  o B.C. Performance Standards for Social Responsibility:
    - Contribute to the classroom and the school community
    - Share responsibility for the social and physical environment
    - Participate and contribute to the class and to small groups
    - Solve problems in peaceful ways
    - Manage conflict appropriately, including presenting views and arguments respectfully, and consider others’ views
    - Use effective problem-solving strategies

  o Global Education objectives:
    - Develop in young people of a sense of responsibility that reaches beyond their own community and nation

  o Canadian International Development Agency themes:
    - Contribute to international peacebuilding
    - Develop a global partnership for development

- Brief overview:

  - Building musical context - between Self and Community
  - Using call and response, question and answer, melody and echo
  - Harmony is created by singing simple song games of school spirit and friendship
Music presented in its simplest form: unaccompanied Singing

- Student chairs set in a large song circle or carpeted area with no chairs (teacher does echo games with the whole class)
- Then at a later class set the chairs or groups in small circles of 10 so that the different groups can echo each other, sending the question and answer parts around the room in a “round” (use rows of students if all are facing the same way)

- Time required
  - Based on one class per week: 6 weeks
  - Based on two classes per week: 3 weeks
  - (Less time for older students)

- Procedure:
  - Select some ice breaker name games to play with the students
  - Sing questions to the students using combinations of So and Mi music pitches and ask them to answer by modeling their answer and pitch for them
  - Help them feel comfortable sitting in a large group by labelling the chairs or spots on the floor with a number and ask them to sing their number (“Num-ber, num-ber, what’s your num-ber? You are num-ber 1!) (“Mi, Mi, So, So, Mi, Mi, So, So? Mi, Mi, Mi, Mi, So!”) also use similar pitches for a name song (“Child-ren, child-ren, what’s your name now? Please call me ___”) change the words of any name game slightly to fit the moment or the class. Have the students notice how the rhythm needs to change for the different numbers like six, seven, 11, 21. Have the students clap the rhythm of their numbers.
  - It is easiest if you seat the students alphabetically by first name, so that you may more easily learn names in a series of large classes.
  - Use Name Game Cards (index cards with students first names on them in alphabetical order) while humming or singing a familiar song (Twinkle works well, plus the Suzuki Variations if you know them) or while listening to a song on a CD. Have the students put their hands up when they see their name while everyone is singing or humming. It is fun to substitute names for song words. (Twinkle works well for this: Da-vid, Ste-ven, instead of Twin-kle, Twin-kle etc.) (Twinkle variation rhythms work as well, just change the words slightly to Da-vid [rest] and Michael [rest] and … to create the repeated rhythm of two eighth notes followed by an eighth rest then an eighth note)
  - Sing Hello Class to the melody of Make New Friends. (Have students sing solo answers to you)
  - Sing the folk song Make New Friends.
  - Experiment with the idea of singing in a round. Ask the students to sing a round with you. (In a later lesson set up the students in smaller song circles for more complex round singing)
  - Sing Music Maker Song and Peace Builder Song to the melody of the folk song Scotland’s Burning, then sing Scotland’s Burning. Students can also learn the Solfege hand signs and tap hands together in partners or hand sign separately
• Ask students if they know / can demonstrate any traditional folk songs from their culture. Discuss the importance of personal cultural roots and of the importance of a country’s aboriginal culture and music.
• Invite relatives in to sing a traditional folk song or national anthem from their cultural background
• Sing Shalom Chaverim and Zum Gali Gali as rounds and then as partner songs

• If possible develop pen pals and communicate with a developing country and send aid packages as a class or school project
• Hold a World Peace Ceremony and make a global wish (can go around the room in a circle, or everyone can think inside about their wish).
• Discuss how we can all be peacebuilders. Take the Harmony Challenge!
• Sing the Global Classrooms Song. Discuss the term Global Classrooms http://www.acdi-cida.gc.ca/gci
• Sing Oh Canada, Canada’s National Anthem - the English and French versions
• Show and discuss the video Global Citizens: Canadians Reaching Out to the World
• Enrich the music learning with selections from a well known music textbook series (with chart books, teacher’s manuals etc.) such as the Musicanada Series, Harcourt Canada
• Discuss what we can do to make Canada and the world a better place to live. Take the Nature Challenge for kids http://www.davidsuzuki.org/kids/ and the Nature Challenge for communities http://www.davidsuzuki.org/WOL/challenge/10steps.asp

• Assessment Strategies:
  o to assess the effectiveness of this lesson in moving students toward meeting the specified curricular outcomes:
    Analysis and Self Assessment – Make New Friends Lesson
    Class and small group assessment
    Leadership and responsibility assessment
  o to give students feedback which will provide direction and will inspire and encourage them: Singing Good Behaviour Tickets
  o to provide teachers with valuable feedback in meeting student needs:
    K-3 Responsibilities
    Grade 4/5 Responsibilities
    Grade 6 – 8 Responsibilities
    Grade 8 10 Responsibilities

• Lesson Resources:
  Handouts:
  Music
  Singing
  Hello Class
  Make New Friends
  Music Maker's Song
Peace Builder’s Song
Scotland’s Burning
Shalom Chaverim
Zum Gali Gali
Global Classrooms Song
Oh Canada
Peacebuilding and Social Responsibility In Schools
Good Behaviour Tickets
## Music

<table>
<thead>
<tr>
<th>CALL...</th>
<th>...RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION...</td>
<td>...ANSWER</td>
</tr>
<tr>
<td>MELODY...</td>
<td>...ECHO</td>
</tr>
</tbody>
</table>

### Singing In A Round

### Partner Songs

### Harmony
## Singing

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>sings songs from classroom repertoire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>distinguishes one song from another</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>contributes own responses in participation songs (and whenever possible brings new song ideas to the class to share)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listens to and repeats the singing ideas of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sings in tune and with rhythmic accuracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sings with clear diction and memorizes the song words</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Classroom Repertoire:**

**Solo Repertoire:**

**Comments:**
Hello Class

(Sung to melody of Make New Friends) lyrics by Susan Dallyn – make up other lyrics too, discuss what rhymes and what doesn’t

Hello class, how are you today?
I am fine, I hope you’re very well.

We shall sing and have some fun today!
I am glad that you are not away.
Make New Friends

MAKE NEW FRIENDS BUT KEEP THE OLD
ONE IS SILVER AND THE OTHER GOLD

MAKE NEW FRIENDS BUT KEEP THE OLD
ONE IS SILVER AND THE OTHER GOLD

A CIRCLE’S ROUND, IT HAS NO END
THAT’S HOW LONG I WANT TO BE YOUR FRIEND

A CIRCLE’S ROUND, IT HAS NO END
THAT’S HOW LONG I WANT TO BE YOUR FRIEND

Music Maker Song
(sung to the melody “Scotland’s Burning”- use your own school’s name) lyrics by Susan Dallyn

<table>
<thead>
<tr>
<th>Carleton School -</th>
<th>- Carleton School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look Out -</td>
<td>- Look Out</td>
</tr>
<tr>
<td>Mu-sic -</td>
<td>- Mak-ers</td>
</tr>
<tr>
<td>Give Me Five! -</td>
<td>- Give Me Five!</td>
</tr>
<tr>
<td>(FIND A FRIEND) -</td>
<td>- 1234 5!</td>
</tr>
<tr>
<td>(FIND ANOTHER FRIEND) -</td>
<td>- 1234 5!</td>
</tr>
</tbody>
</table>

(on count five – give your partner a 2 hand high-five) Repeat the whole song

**Peace Builder Song**

(sung to the melody “Scotland’s Burning”) lyrics by Susan Dallyn

<table>
<thead>
<tr>
<th>Whole Wide World -</th>
<th>- Whole Wide World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look Out -</td>
<td>- Look Out</td>
</tr>
<tr>
<td>Pe-ace – (two beats)</td>
<td>- Build-ers</td>
</tr>
<tr>
<td>Reach Out Be Friends! -</td>
<td>- Reach Out Be Friends!</td>
</tr>
<tr>
<td>(FIND A FRIEND) -</td>
<td>- (Shake Their Hand Now!)</td>
</tr>
<tr>
<td>(FIND ANOTHER FRIEND) -</td>
<td>- (Shake Their Hand Too!)</td>
</tr>
</tbody>
</table>

(shake a friend’s right hand with your right hand) Repeat the whole song

*Scotland's Burning, Scotland's Burning,*

(Low) So, So, Do, Do, So, So, Do, Do,

*Look Out, Look Out,*

Re, Mi, Re, Mi,

*Fire, Fire, Fire, Fire,*

(High) So, So, So, So,

*Pour On Water, Pour On Water!*

(Low) So, So, Do, Do, So, So, Do, Do!

(motion with your hand the solfege hand signals, alone or with a partner facing opposite you, slightly touching your partner’s right hand with your right hand while signing) repeat the whole song

(These songs that can be sung as rounds - in two or more parts, creating *harmony*)
SHALOM CHAVERIM

(PEACE FRIENDS, UNTIL WE MEET AGAIN)

A Two-part Round from Israel
(Can be sung as a partner song with the song Zum Gali Gali)

Shalom chaverim
Shalom chaverim
Shalom, Shalom
L’hitraot
L’hitraot
Shalom, Shalom!

Oh Peace be with you
Oh peace be with you
Oh Peace, Peace, Peace
Till we meet again
Till we meet again
Oh Peace, Peace!

Translation by Susan Dallyn
Zum
Gali Gali Gali

Zum, gali-gali-gali
Zum gali-gali

Zum, gali-gali-gali
Zum gali-gali

(keep singing until your song is done,
add body percussion to the rhythm of the words,
a different action for each repetition of the phrase, this way you can count how
many times you need to sing the phrase
especially if it is being sung as a partner song with Shalom Chaverim)
**Peacebuilding and Social Responsibility in Schools**

*Students / Staff / Parents*

Use the B.C. Ministry of Education Social Responsibility Goals to:

- Monitor school improvement
- Improve school and classroom climate
- Deal with school issues (e.g., fighting, vandalism)
- Enhance subject-specific learning activities or units
- Give direction to leadership, service and social justice committees and clubs
- Assess the progress of individual students

**Goals For Everyone:**

1) **Contribute to the classroom and the school community:**
   - share responsibility for the social and physical environment
   - participate and contribute to the class and to small groups

2) **Solve problems in peaceful ways:**
   - manage conflict appropriately, including presenting views and arguments respectfully, and consider others’ views
   - use effective problem-solving steps and strategies

3) **Value diversity and defend human rights:**
   - treat others fairly and respectfully; show a sense of ethics
   - recognize and defend human rights

4) **Exercise democratic rights and responsibilities:**
   - know and act on rights and responsibilities (local, national, global)
   - articulate and work toward a preferred future for the community, nation, and planet – have a sense of idealism

**Kindergarten to Grade 3 Students:**
- Be increasingly interested in fairness; treat others fairly and respectfully

**Grade 4 to 5 Students:**
- Treat others fairly and respectfully; show an interest in correcting injustice

**Grade 6 to 8 Students:**
- Treat everyone fairly and respectfully; try to be unbiased; show support for human rights

**Grade 8 to 10 Students:**
- Be respectful and fair;
  - be willing to speak up or take action to support diversity and defend human rights
Take The Harmony Challenge!

Below are 10 ways you can help promote HARMONY. Pick three and take the Harmony Challenge, a personal commitment to make a difference in our world.

1. Reduce school and family arguments by 20%.

2. Be ready to learn and try new things in your school music class such as the card game “Brainstorm” and amiably participate in “Spotlight” presentations and “Musical Chairs” rehearsals. Focus your energy and attention on songs and instruments that you really like and on working together as a music group.

3. Replace dangerous and aggressive means of settling disagreements with safe alternatives.

4. Have one T.V. free day each week.

5. Listen to and (if possible) buy locally produced CDs of musicians from your neighborhood or city.

6. Take good care of your voice and ears. Do not play stereo equipment so loud that you can not talk over it. If you have a musical instrument such as a recorder, piano, band or orchestral instrument, take good care of it.

7. Have enough sleep, exercise & food so that you will be calm and relaxed when you sing and play music.

8. Sing (or practice your instrument) often so that you can share your talents comfortably with friends, family and classmates. Try practicing your music in a private room at home. Sometimes it’s fun to sing or even practice a recorder in the bathtub! At school play music in the music classroom, not the hallway.

9. Support T.V. free alternatives for your free time. Try having a music rehearsal with friends at your house. Drop in to the music room after school to borrow music.

10. Learn something exciting and new everyday. Share one thing about what you’ve learned with someone you care about. Remember to listen carefully and maturely to others, especially to the wisdom of elders.

These 10 ideas have been inspired by a great Canadian elder, scientist and ecologist David Suzuki. His Nature Challenge is gaining world wide momentum and challenges us to think of 10 ways to improve and protect the Sacred Balance of our home, planet EARTH. If we could improve both the harmony and ecology of the place we live, WHAT A WONDERFUL WORLD it would be! Please take time to examine David Suzuki’s excellent website developed in Vancouver, British Columbia.


*(Sung to the melody of Guantanamera)*

*(Lyrics by S. Dallyn)*

**Global Classrooms Song**

Start with everyone singing the original Spanish *Guantanamera* chorus:

\[
\begin{align*}
G & - A & D & G - A \\
\textit{Guantanamera, guajira guantanamera} \\
D & G & A & D & G & A \\
\textit{Guantaname-ra, guajira guantaname-ra}
\end{align*}
\]

Teacher’s solo voice:

\[
\begin{align*}
D & \text{Em} - A & D & \text{Em} - A \\
& I am a teacher, concerned about children. \\
D & \text{Em} - A & D & G & A \\
& I am a caretaker, of our planet. \\
D & G & A & D & G & A \\
& I wish to help it. \quad & & & \text{Oh help me help it.}
\end{align*}
\]

Then everyone sings the Global Classrooms chorus:

\[
\begin{align*}
G & - A & D & G - A \\
\textit{Global classrooms, connect us all together} \\
D & G & A & D & G & A \\
\textit{Global classrooms, reach out your caring hands now!} \\
G & - A & D & G - A \\
\textit{Global classrooms, connect us all together} \\
D & G & A & D & G & A \\
\textit{Global classrooms, send out our global message!}
\end{align*}
\]
Student’s solo voice:

\[
\text{D Em – A} \quad \text{D Em} \quad - \text{A}
\]

I am a student, concerned about children.

\[
\text{D Em – A} \quad \text{D–G A}
\]

I am a caretaker, of our planet.

\[
\text{D G A} \quad \text{D G A}
\]

I wish to help it. Oh help me care for our Earth.

Another student’s solo voice:

\[
\text{D Em – A} \quad \text{D Em} \quad - \text{A}
\]

I am a student, concerned about children.

\[
\text{D Em – A} \quad \text{D–G A}
\]

I am a peacekeeper, at my school.

\[
\text{D G A} \quad \text{D G A}
\]

I wish to keep peace. Oh help me find peace.

Chorus

Different solo voice who can improve (or who plans the words ahead):

\[
\text{D Em – A} \quad \text{D Em} \quad - \text{A}
\]

I am a __________, concerned about __________.

\[
\text{D Em – A} \quad \text{D–G A}
\]

I am a __________, ___ our __________.

\[
\text{D G A} \quad \text{D G A}
\]

I like to write songs. Thank you for listening.

Solo voice:

\[
\text{D Em – A} \quad \text{D Em} \quad - \text{A}
\]

I am a person, concerned about all of us.

\[
\text{D Em – A} \quad \text{D–G A}
\]

I am a music maker, at my school.

\[
\text{D G A} \quad \text{D G A}
\]

I like to sing songs. Oh please help, sing along! In Spanish first…
Then everyone sings the Global Classrooms chorus:

G - A D G - A
Global classrooms, connect us all together
D G A D G A
Global classrooms, reach out your caring hands now!

G - A D G - A
Global classrooms, connect us all together
D G A D G A
Global classrooms, send out our global message!

Repeat the Global Classroom Chorus for the last time while everyone joins hands – whisper the last two lines over and over and fade out

G - A D G - A
Global classrooms, connect us all together
D G A D G A
Global classrooms, reach out your caring hands now!

G - A D G - A
Global classrooms, connect us together
D G A D G A
Global classrooms, send out our global message!

A D G A
What is your global message?
A D G A
Send out your global message!

(repeat the last two lines over and over as a whisper and fade out)
The two official versions of Canada’s national anthem

**O Canada – English Version**

O Canada! Our home and native land!
True patriot love in all thy sons command.
With glowing hearts we see thee rise,
The True North, strong and free!
From far and wide,
O Canada, we stand on guard for thee.
God keep our land glorious and free!
O Canada, we stand on guard for thee.
O Canada, we stand on guard for thee.

**O Canada – French Version**

O Canada, terre de nos aïeux,
Ton front est ceint de fleurons glorieux.
Car ton bras sait porter l’épée,
Il sait porter la croix.
Ton histoire est une épopée
Des plus brillants exploits.
Et ta valeur, de foi trempée,
Protégera nos foyers et nos droits,
Protégera nos foyers et nos droits.

An English translation of the official French words

O Canada! Land of our forefathers
Thy brow is wreathed with a glorious garland of flowers.
As in thy arm ready to wield the sword,
So also is it ready to carry the cross.
Thy history is an epic of the most brilliant exploits.
Thy valour steeped in faith
Will protect our homes and our rights,
Will protect our homes and our rights.
**Good Behaviour Tickets:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My music teacher noticed that I was a leader at creating harmony and peace today in music class.</td>
<td></td>
<td></td>
<td>My music teacher noticed that I was a leader at creating harmony and peace today in music class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s Initials:</td>
<td>Date:</td>
<td>Teacher’s Initials:</td>
<td>Date:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the back of this ticket I will write down what I did that demonstrated good musicianship and I will put this ticket into the MUSIC MAKERS draw.</td>
<td></td>
<td>On the back of this ticket I will write down what I did that demonstrated good musicianship and I will put this ticket into the MUSIC MAKERS draw.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis and Self-Assessment – Make New Friends Lesson

1. What did you do to contribute to the whole group result?

______________________________________________________________________  
______________________________________________________________________  
______________________________________________________________________

2. Describe one effective part of the lesson.

______________________________________________________________________

3. Identify one part that needed improvement. Explain how it could be improved.

______________________________________________________________________  
______________________________________________________________________

4. Describe one unique or interesting feature of the lesson.

______________________________________________________________________  
______________________________________________________________________

5. How satisfied were you with your own participation and singing? Explain.

______________________________________________________________________  
______________________________________________________________________

6. What Global Education terms did you remember being discussed? Can you define them?

______________________________________________________________________
7. What can you do at school to help be a Peacebuilder?

Assessing and Evaluating Student Performance

The teacher uses a rating scale to evaluate individual work. The teacher also constructs a scale for group self-evaluation and teacher evaluation using the criteria developed with students.

### Class and Small-Group Participation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>• Collaborative, open, supportive, responsible. A valuable team member. Consistently tries to improve own skills and group performance.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>• Participates appropriately in discussions and group activities.</td>
</tr>
<tr>
<td>Inconsistent</td>
<td>• Participates appropriately at times; offers some contributions to the group. May seem uninterested or insensitive to others' ideas and performances.</td>
</tr>
<tr>
<td>Not Demonstrated</td>
<td>• Little or no evidence of appropriate participation and contributions.</td>
</tr>
</tbody>
</table>

### Leadership and Responsibility

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Committed to the group and the production. Participation extends beyond activities suggested or directed by the teacher. Works to refine the group's performance by exploring options and seeking feedback. Supports and encourages others. Shows pride in the group's accomplishments.</td>
</tr>
<tr>
<td>Good</td>
<td>Willing and responsible. Participates willingly in all required tasks. Offers</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Participates in required tasks. May look for quick or easy solutions or accept other group members' suggestions without question. Often needs encouragement and prompting. Tends to focus on own work and contributions.</td>
</tr>
<tr>
<td>Incomplete</td>
<td>Does not demonstrate criteria for leadership and responsibility.</td>
</tr>
</tbody>
</table>

---

**The B.C. Performance Standards and Expectations**

*for Reading, Writing, Numeracy and Social Responsibility*

*have been developed by the B.C. Ministry of Education*

*and describe and illustrate four levels of student performance*

*which provide a guideline for reporting assessment evaluation information to parents and guardians on student report cards:*

- **Exceeds expectations**
  evidence of independent, voluntary application and extension of expected knowledge, skills, and attitudes

- **Fully meets expectations**
  clear evidence of expected knowledge, skills and attitudes

- **Meets expectations (minimal level)**
  evidence of progress towards expected knowledge, skills and attitudes (the student needs support in some areas)

- **Not yet within expectations**
  little evidence of progress toward expected knowledge, skills, and attitudes (the situation needs intervention)
(adapted from the B.C. Ministry of Education Social Responsibility Worksheets)

**Kindergarten to Grade 3**  
**Responsibilities necessary to listen to, create, and perform music**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contributing to the Classroom and School Community</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• welcoming, friendly, kind, and helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• participates in and contributes to classroom and group activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Solving Problems in Peaceful Ways</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• in conflict situations, tries to express feelings honestly, manage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>anger appropriately, and listen politely; most often relies on adult</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intervention without considering alternatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• can clarify problems and generate and evaluate strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Valuing Diversity and Defending Human Rights</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• increasingly interested in fairness; treats others fairly and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>respectfully</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exercising Democratic Rights and Responsibilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• shows emerging sense of responsibility, generally following</td>
<td></td>
<td></td>
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<tr>
<td>classroom rules; able to identify simple ways to improve the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school, community, or world</td>
<td></td>
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</tbody>
</table>
(adapted from the B.C. Ministry of Education Social Responsibility Worksheets)

Grade 4 to 5
Responsibilities necessary to listen to, create, and perform music

| Student: _______________________________    Date: _________________________ |
|------------------------------------------|-----------------------------|

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing to the Classroom and School Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• friendly, considerate and helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• contributes and shows commitment to classroom and group activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solving Problems in Peaceful Ways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• tries to manage anger, listen to others, and apply logical reasons to resolve conflicts; usually knows when to get adult help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• can explain simple problems or issues and generate and select simple, logical strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valuing Diversity and Defending Human Rights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• treats others fairly and respectfully; often shows interest in correcting injustice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercising Democratic Rights and Responsibilities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• shows a growing sense of responsibility toward the classroom, school, community, and world; wants to make a difference, but needs help identifying opportunities for action</td>
<td></td>
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</tbody>
</table>
(adapted from the B.C. Ministry of Education Social Responsibility Worksheets)

Grade 6 to 8
Responsibilities necessary to listen to, create, and perform music

<table>
<thead>
<tr>
<th>Student: _______________________________</th>
<th>Date: _________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
</tr>
</thead>
</table>

Contributing to the Classroom and School Community
- routinely kind and friendly, and helps and includes others if asked
- takes responsibility, contributes, and works cooperatively

Solving Problems in Peaceful Ways
- tries to solve interpersonal problems calmly; often shows empathy and considers others’ perspectives
- can clarify an increasing range of problems or issues, generate and compare potential strategies, and anticipate some consequences

Valuing Diversity and Defending Human Rights
- usually treats others fairly and respectfully; tries to be unbiased; shows some support for human rights

Exercising Democratic Rights and Responsibilities
- shows a sense of community and an interest in making the world a better place; tries to follow through on planned actions

Comments:
(adapted from the B.C. Ministry of Education Social Responsibility Worksheets)

**Grade 8 to 10**

**Responsibilities necessary to listen to, create, and perform music**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contributing to the Classroom and School Community</strong></td>
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<tr>
<td>• usually kind and friendly</td>
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<td>• takes some responsibility for the school or community and contributes willingly to class and group activities</td>
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<tr>
<td><strong>Solving Problems in Peaceful Ways</strong></td>
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<td>• in conflict situations, usually manages anger appropriately, listens respectfully, presents logical arguments, and can paraphrase opposing views</td>
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<tr>
<td>• can clarify problems or issues, generate strategies, weigh consequences, and evaluate actions</td>
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<tr>
<td><strong>Valuing Diversity and Defending Human Rights</strong></td>
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<tr>
<td>• respectful and fair; increasingly willing to speak up or take action to support diversity and defend human rights</td>
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<tr>
<td><strong>Exercising Democratic Rights and Responsibilities</strong></td>
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<tr>
<td>• shows a sense of responsibility and community-mindedness; increasingly interested in taking action to improve the world</td>
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</table>

**Comments:**
Music Objectives - Kindergarten to Grade 1 - It is expected that students will:

Lesson One – Make New Friends - Context (Self and Community)
- demonstrate a willingness to participate in music experiences
- identify appropriate audience and performance skills
- demonstrate respect for the contributions of others

Lesson Two – Tell Your Story - Context (Cultural)
- demonstrate an awareness of cultural contexts of music
- demonstrate an awareness of a variety of purposes for music
- demonstrate a willingness to experience music from a variety of cultural contexts

Lesson Three – Find Your Song - Thoughts, Images, and Feelings
- represent personal thoughts, images, and feelings experienced in classroom repertoire
- identify elements of expression that evoke thoughts, images, and feelings

Lesson Four – Suzuki Music With An Eco Twist - Structure (Elements of Melody)
- identify changes in pitch and melodic direction
- use singing skills to reproduce melodies
- distinguish one melody from another
- identify melodic phrases in classroom repertoire

Lesson Five – Answer The Call - Structure (Elements of Rhythm)
- respond to beat in music
- perform rhythmic patterns from classroom repertoire
- maintain a repeated rhythmic pattern in a simple texture
- demonstrate an awareness of rhythmic phrases in classroom music
- identify form in terms of repetition and unity of rhythmic patterns
- use symbols to represent simple rhythmic patterns

Lesson Six – Perform - Context (Historical)
- demonstrate an awareness of historical contexts of music
- demonstrate an awareness of a variety of purposes for music
- demonstrate a willingness to experience music from a variety of historical contexts

Music Objectives - Grade 2 to 3 - It is expected that students will:

Lesson One – Make New Friends - Context (Self and Community)
- demonstrate a willingness to participate in rehearsals and performances
- demonstrate appropriate performance skills and audience etiquette
- demonstrate respect for the contributions of others

**Lesson Two – Tell Your Story - Context (Cultural)**
- identify cultural contexts of music
- describe a variety of purposes for music
- demonstrate a willingness to experience music from a variety of cultural contexts

**Lesson Three – Find Your Song - Thoughts, Images, and Feelings**
- describe personal thoughts, images, and feelings experienced in classroom repertoire
- demonstrate the relationship between the elements of expression and the thoughts, images, and feelings evoked by a selection of music

**Lesson Four – Suzuki Music With An Eco Twist - Structure (Elements of Melody)**
- demonstrate changes in pitch and melodic direction
- use singing skills to reproduce melodies
- maintain a melody or repeated melodic pattern in a simple texture
- describe form in terms of repetition and unity of melodic phrases

**Lesson Five – Answer The Call - Structure (Elements of Rhythm)**
- reproduce patterns using accented beats
- perform rhythmic patterns from classroom repertoire
- maintain a repeated rhythmic pattern in a simple texture
- describe form in terms of repetition and unity of rhythmic phrases
- use symbols to represent metre and rhythmic pattern

**Lesson Six – Perform - Context (Historical)**
- identify historical contexts of music
- describe a variety of purposes for music
- demonstrate a willingness to experience music from a variety of historical contexts

**Music Objectives - Grade 4** - It is expected that students will:

**Lesson One – Make New Friends - Context (Self and Community)**
- apply skills and attitudes appropriate to a variety of roles, demonstrating: audience and performance etiquette
- performance skills
- respect for the contributions of others
demonstrate responsibility to themselves and the group while experiencing music
use established criteria to analyse their work
identify music events and activities in the local community

Lesson Two – Tell Your Story - Context (Cultural)
- describe music from a variety of cultural contexts
- identify a variety of purposes for music from classroom repertoire
- demonstrate respect for music from various cultural contexts

Lesson Three – Find Your Song - Thoughts, Images, and Feelings
- identify thoughts, images, and feelings derived from a music experience
- apply elements of rhythm, melody, and expression to demonstrate thoughts, images, and feelings in classroom repertoire

Lesson Four – Suzuki Music With An Eco Twist - Structure (Elements of Melody)
- use singing or instrumental skills to reproduce melodies
- maintain a melodic part in simple textures
- identify the form and principles of design in melodic structure
- use standard or invented notation to represent ascending and descending melodic phrases

Lesson Five – Answer The Call - Structure (Elements of Rhythm)
- reproduce rhythmic patterns while maintaining a steady beat
- identify rhythmic pattern and beat
- identify the form and principles of design of the rhythmic structure in classroom repertoire
- use standard or invented notation to represent familiar rhythmic patterns
Music Objectives - Grade 4 – continued:

Lesson Six – *Perform - Context (Historical)*
- describe music from a variety of historical contexts
- identify a variety of purposes for music from classroom repertoire
- demonstrate respect for music from various historical contexts

Music Objectives - Grade 5 - It is expected that students will:

Lesson One – *Make New Friends - Context (Self and Community)*
- apply skills and attitudes appropriate to a variety of roles, demonstrating:
  - audience and performance etiquette
  - performance skills
respect for the contributions of others
- demonstrate responsibility to themselves and the group while experiencing music
- use established criteria to analyse the work of self and others
- describe personal opportunities for music in the local community

Lesson Two – Tell Your Story - Context (Cultural)
- identify distinguishing features of music from a range of cultural contexts
- compare a variety of purposes for creating music
- demonstrate respect for music from various cultural contexts

Lesson Three – Find Your Song - Thoughts, Images, and Feelings
- apply the elements of rhythm, melody, and expression to represent thoughts, images, and feelings in classroom repertoire
- make individual music choices based on the thoughts, images, and feelings that the music expresses

Lesson Four – Suzuki Music With An Eco Twist - Structure (Elements of Melody)
- use singing or instrumental skills to maintain a melodic or harmonic part in simple textures
- compare the form and principles of design in melodic structure
- use standard and invented notation to represent melodic patterns
- identify appropriate terminology to describe melody and harmony

Music Objectives - Grade 5 - continued:

Lesson Five – Answer The Call - Structure (Elements of Rhythm)
- maintain a steady beat within common metres
- identify beat, metre, and rhythmic patterns in classroom repertoire
- perform rhythmic patterns using vocal or instrumental skills
- compare the form and principles of design in rhythmic structure
- notate rhythmic patterns from classroom repertoire

Lesson Six – Perform - Context (Historical)
- identify distinguishing features of music from a range of historical contexts
- compare a variety of purposes for creating music
- demonstrate respect for music from various historical contexts
**Music Objectives - Grade 6** - It is expected that students will:

**Lesson One – Make New Friends - Context (Self and Community)**
- apply skills and attitudes appropriate to a range of music experiences, demonstrating:
  - audience and performance etiquette
  - performance skills
  - respect for the contributions of others
- demonstrate responsibility to themselves and the group while experiencing music
- use established criteria to analyse the work of self and others
- identify personal and career opportunities in music

**Lesson Two – Tell Your Story - Context (Cultural)**
- compare music from a range of cultural contexts
- identify a variety of purposes for creating music
- create music for a given purpose
demonstrate respect for music from various cultural contexts

**Lesson Three – *Find Your Song* - Thoughts, Images, and Feelings**
- use the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings in performance repertoire
- apply the elements of expression in their compositions

**Lesson Four – *Suzuki Music With An Eco Twist* - Structure (Elements of Melody)**
- maintain a melodic or harmonic part in simple textures
- apply knowledge of form and the principles of design to their melodic compositions
- use standard and invented notation to represent melodic patterns
- apply appropriate music terminology to describe melody and harmony

**Lesson Five – *Answer The Call* - Structure (Elements of Rhythm)**
- perform rhythmic compositions using vocal or instrumental skills
- make choices from the elements of rhythm in classroom repertoire to create rhythmic compositions
- apply knowledge of form and the principles of design to their rhythmic compositions

**Music Objectives - Grade 6 – Continued**
- use appropriate rhythm vocabulary to describe rhythm and common metres
- notate rhythms in common metres

**Lesson Six – *Perform* - Context (Historical)**
- compare music from a range of historical contexts
- identify a variety of purposes for creating music
- create music for a given purpose
- demonstrate respect for music from various historical contexts
Music Objectives - Grade 7 - It is expected that students will:

Lesson One – Make New Friends - Context (Self and Community)
- apply skills and attitudes appropriate to a range of music experiences, demonstrating:
  - audience and performance etiquette
  - performance skills
  - respect for the contributions of others
- demonstrate responsibility to themselves and the group while experiencing music
- demonstrate the ability to provide and accept constructive feedback
- assess personal and career opportunities in music

Lesson Two – Tell Your Story - Context (Cultural)
- compare music from a range of cultural contexts
- compare music created for a variety of purposes
- create music for a given purpose
- demonstrate respect for music from various cultural contexts

Lesson Three – Find Your Song - Thoughts, Images, and Feelings
- apply the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings
- evaluate choices of the elements of expression used in their compositions
- describe the elements of expression using appropriate music terminology

Lesson Four – Suzuki Music With An Eco Twist - Structure (Elements of Melody)
- apply an understanding of melodic direction, tonal centre, and contour to perform expressive phrasing
- maintain a part within complex textures and harmonies
- apply knowledge of form and the principles of design to create melodic compositions
- notate melodic patterns
- apply appropriate music terminology to describe melody and harmony
Music Objectives - Grade 7 – Continued

Lesson Five – *Answer The Call - Structure (Elements of Rhythm)*

- perform rhythmic compositions using vocal or instrumental skills
- apply knowledge of form and the principles of design to create rhythmic compositions
- notate rhythms in a variety of metres
- use appropriate music terminology to describe rhythm and metre

Lesson Six – *Perform - Context (Historical)*

- compare music from a range of historical contexts
- compare music created for a variety of purposes
- create music for a given purpose
- demonstrate respect for music from various historical contexts

- It is expected that students will: Lesson Aid Outcome #1

- *create, express, perceive, and respond to global issues and events through a musical “lens”*

- accept and respect the ideas of others by working together to explore thoughts, images and feelings in musical ways
- promote human rights through fair play in music activities and music games
- develop interdependence and independence through social and musical experiences
- develop self-motivation, self-esteem, and an overall positive self-image through social and musical experiences
- cooperatively sing, play instruments, dance, draw, write and engage in discussions about interpretive meaning
- actively participate in theme and song studies, issue debates, inquiries, problem solving, teacher and student led projects, presentations, and opportunities for computer use
- learn to retrieve and collect information about music from a variety of sources including the internet
- understand and research the musical contexts of self and community
- understand and research cultural musical contexts
- understand and research historical musical contexts
- use math, numeracy and symbol recognition skills to discover and explore musical structure and the elements of melody
- use math, numeracy and symbol recognition skills to discover and explore musical structure and the elements of rhythm
- strengthen language and communication skills by talking, singing and role playing

- It is expected that students will: Lesson Aid Outcome #2
  - acknowledge the interconnectedness of the following terms: global education, music education, world music, global citizenship, global classrooms, aboriginal culture, aboriginal music, school culture, school music, youth culture, youth music, cultural diversity, biodiversity, cultural roots, musical harmony, global harmony, global issues,
peacebuilding, songwriting, singing, storytelling, language, freedom of speech, media awareness, social responsibility and democracy

- engage in democracy, by voting and making democratic decisions in class
- respect people’s differences with dignity
- analyse how a society’s artistic expression reflects its culture
- describe how peace, physical environment and education influence human activities
- recognize the interrelation and interdependence of human beings and nature
- learn about climate change and how renewable energy can provide hope for the future
- discuss how poverty as well as excessive consumption place damaging stress on the environment
- discuss global citizenship, and the global initiatives of the United Nations, Canadian International Development Agency (C.I.D.A.), non governmental organizations (N.G.O.), and of caring individuals
- make every effort to recognize, prevent and report incidences of discrimination, harassment and violence
- promote peacebuilding and social responsibility, beginning in our “global classrooms”

(Adapted from the B.C. Ministry of Education Integrated Resource Packages
FINE ARTS K – 7: ORGANIZING FOR INSTRUCTION)

Texture and Rhythm
Drums / Percussion

My Name is ______________________________    Date____________________
<table>
<thead>
<tr>
<th>I can...</th>
<th>Capable, Confident</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sing, chant, or play one part in a simple texture (melodically and also as an accompaniment to the melody)</td>
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<tr>
<td>• keep a steady beat (in both melodic or accompaniment work)</td>
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<td>• read and perform a rhythmic pattern (using both music symbols and music notation)</td>
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<td>• maintain a simple melodic or rhythmic ostinato (repeated) pattern</td>
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<tr>
<td>• co-operate with and respect others and stop when directed to</td>
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</table>

Name of song(s):

(Comment from the Teacher:) “I've noticed that you....”
(adapted from the B.C. Ministry of Education Integrated Resource Packages
FINE ARTS K – 7: ORGANIZING FOR INSTRUCTION)

**Pitched Instruments**
(Such as Xylophone / Recorder / Violin / Autoharp / Ukulele/ Guitar)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student Rating</th>
<th>Teacher Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ensemble and Solo Playing</strong></td>
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<tr>
<td>Demonstrates an ability to keep the beat and maintain rhythmic accuracy. Able to blend with the rest of the group. Maintains the melody, and an independent part within the context of the ensemble when required. Maintains correct posture on the instrument and takes care of equipment.</td>
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<tr>
<td><strong>Notating and Reading</strong></td>
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<tr>
<td>Shows awareness of the connection between fingering and the names, notations, and sounds of the notes. Demonstrates accuracy in reading music melody/chordal maps (charts) and standard notation. Can transcribe a song in music melody/chordal maps (charts) and standard notation.</td>
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<tr>
<td><strong>Improvising and Composing</strong></td>
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<tr>
<td>Demonstrates an ability to identify repeated patterns and apply a conventional pattern in constructing 8-beat question-and-answer phrases. Offers some originality in constructing newly composed question-and-answer-phrases.</td>
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**Key:**

- **4 Outstanding.** Consistently demonstrates criteria at a proficient level.
- **3 Good.** Demonstrates most criteria at a proficient level. Might be inconsistent.
- **2 Satisfactory.** Progressing toward most criteria. Performance might often be uneven.
- **1 Undeveloped/In Progress.** Shows minimal progress toward required criteria.
Planning for assessment in the Fine Arts

- Consistent feedback is particularly important to the successful development of the student
- Encourage positive and enthusiastic attitudes by giving credit on assessments for this
- Enable a lifelong involvement in the fine arts by developing and assessing knowledge and skills that will carry them forward
- Students particularly benefit when they participate in developing the classroom assessment criteria
- Help students set goals and objectives for their own artistic growth
- Work with them to monitor their progress
- The creative problem-solving process is of equal importance to the resulting product
- Much of the daily work in Fine Arts education should emphasize the process of exploration
- To enable students to move beyond the familiar and safe, teachers need to ensure that classroom explorations are valued as much as public presentations
- Although not all work will result in a public presentation, whenever students' work is to be presented, it is important for students to be involved in the selection and decision-making process

Tools and techniques for assessment in the Fine Arts include:

<table>
<thead>
<tr>
<th>Portfolio envelopes / or folders (journal response sheets etc.)</th>
<th>planning and goal-setting worksheets and exercises</th>
<th>checklists</th>
</tr>
</thead>
<tbody>
<tr>
<td>participation records</td>
<td>short- and long-term observation reports</td>
<td>practice assignments</td>
</tr>
<tr>
<td>holistic rating scales</td>
<td>self-assessment tools</td>
<td>peer assessment tools</td>
</tr>
<tr>
<td>performance- and skill-testing exercises and drills</td>
<td>creative process anecdotal reports</td>
<td>projects</td>
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<tr>
<td>pencil-and-paper tests</td>
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</table>
Discussion Meeting:

Attended By:

Topics Discussed:

Topics For Next Meeting:

Upcoming Dates To Note (including Fine Arts Visiting Artist Concerts):

To have your information included in future newsletters submit your information items to:

FINE ARTS News

c/o _____________________
Dear Parent/Guardian(s)

School will again be hosting a series of Visiting Artist Concerts for our students, as it has in past years. The concerts will be held in the school gym.

The annual VISITING ARTIST CONCERT FEE OF $________ (per student for the whole year) will cover the cost needed to make this Fine Arts experience available. Many professional artists will perform for us and your contribution of $____ per child will meet our financial commitment to these special artists.

Please SEND $_____ TODAY to school, to your child’s classroom teacher. Your child’s fee of $____ must be handed in before __________________. Please hand in your fee right away.

Students who cannot contribute the full fee will not be denied access to these activities, but we hope that everyone will try to support this exciting series of Fine Arts events. Lack of funding will cause cancellations of bookings.

The Visiting Artists Concerts at ____________________ School this year are:

1)
2)
3)
4)
5)
6)
7)
8)
9)
From: The _____________________ School Fine Arts Committee

Create a lesson plan for your chosen Fine Arts (Music, Dance, Drama, Art) activities:

- Title of lesson
- Learning outcomes:
  expressed in terms of B.C. Ministry of Education prescribed learning outcomes
  (“It is expected that students will…”)

- Links:
  - to Global Education objectives
  - to CIDA themes
  - to B.C. Performance Standards for Social Responsibility
  - to Fine Arts I.R.Ps

- Brief overview

- List of required materials and/or equipment:

- Time required

- Procedure:
  - a well organized, clearly expressed, user friendly sequence of activities

- Assessment Strategies:
  - to assess the effectiveness of this lesson in moving students toward meeting the specified curricular outcomes:
  - to give students feedback which will provide direction and will inspire and encourage them:
    - to provide teacher with valuable feedback in meeting student needs:

- Lesson Resources:
  - resources required for the lesson