Lesson Plan: one (1)

**Name: Khadar Tawane Hilowle Date: Oct 24,2018**

**Subject: Dance Education Grade: 6**

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| **Brief Lesson Introduction/Overview:**  This is one-hour lesson of focusing the art goal of cultural heritage and create produce through the outcome of CP6.1. student will investigate a single idea that can be developed in many ways of direction. We will also explore how dances is attached to our cultural heritage like the Cha-Cha dance. Students will reflect, dance, work in groups to create steps of Cha-Cha dance with instruction sheet given. We will also analyze the importance of preserving and promoting First Nations and Metis language through cultural dances. | |
| **Outcomes**: (What should students know, understand and be able to do as a result of this lesson?)  **CP6.1 Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).**  **Treaty Education:**  **SI62: Analyze the importance of the preservation and promotion of First Nations and Métis languages.** | **Indicators** (Assessment Evidence): (What will students do to show what they have learned?) Use I can statement.  a) I can investigate a single idea that can be developed in many ways of directions, e.g movement in groups of peers.  b) I can demonstrate self-awareness in decision making about own movement selection.  c) I can reflect choices made during dance making process.  d) I can safely move in all directions when dancing.  **Treaty Edu:**  **Indicators:**  A] Express how one’s cultural identity is influenced by language.  B] Explore initiatives in Canada that contribute to the preservation and restoration of First Nations languages.  C] Describe how the loss of language impacts cultural identity (e.g., importance of ceremony, song, dance, storytelling). |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)  Before:  First thoughts (ask the students what their initial thoughts are). Ask the students what is a dance?Move rhythmically to music, typically following a set of sequence of steps, or a series of movements that match the speed and rhythm of music  What dances are you familiar with? This will help me students open up and share their diverse cultural dances.  During:  Let the student watch the Cha-Cha dance video clip- Student will do the dance socially together.  Divide into four groups: This is an activity of practising the dance movement. Oral Questioning: Through the lesson I will ask oral question to students as formative assessment of checking the comprehension.  After:  Exit slip: Is a document to reflect the lesson objective as a form of evaluation, student will write: 1) One thing they learned 2) One thing they are wondering about the lesson.  This exit slip will also help prepare the next lesson, of | |
| **Art education main goal:**  Cultural/ historical and create and produce.  **Any teaching for Diversity Consideration**  Student will watch and dance Somali cultural dance with me as model of considering diversity, and the student will be asked to share their cultural dance too. | |
| **Pre-requisite learning:**  -World view knowledge of a dance, and some cultural dances of Canadian Indigenous like the powwow that the student saw during the Treaty4gathering. | |
| **Materials Needed:** - Exit slips sheet  -Instruction sheet  - Space to do the movement -Pencil  - Projector  -YouTube video of Cha- cha dance | |
| **Planned Activities:  Set (15min)**  Introduce to the students that today we are going to learn a dance. What is a dance? I expect the students say, words, like moving your body, it doesn’t have to be correct answer. How are dances related to the cultural heritage? Do you know some of cultural dances of Indigenous communities in Canada? What is a powwow dance? Is there any one of you who attended the powwow dance? How does cultural dances of First Nation preserves their language? These questions are open for discussion, and I will prompt students to answer the questions. Every culture has a dance, let watch a dance from my culture, Somali cultural dance.  [**https://www.youtube.com/watch?v=YKrcIk3XKGM**](https://www.youtube.com/watch?v=YKrcIk3XKGM) **[5:23]**  This is popular Somali culture. It is my identity? My cultural heritage. It is called Dhanto.  Any one of you who can share a cultural dance?  **Development (35 min)**  This is Cha-Cha slide dance.The cha-cha-cha, or simply cha-cha in the U.S., is a dance of Cuban origin.  It is danced to the music of the same name introduced by Cuban composer and violinist Enrique Jorrin in the early 1950s.  The name of the **dance** is an onomatopoeia derived from the shuffling sound of the **dancers**' feet.  It is a novelty dance, it played in social group, so we will all dance together.  [**https://www.youtube.com/watch?v=9JXHa5mM8b0&feature=youtu.be**](https://www.youtube.com/watch?v=9JXHa5mM8b0&feature=youtu.be) **[3:49 minutes]** - The kids will Watch this video clip of Cha-Cha dance and will dance socially altogether.  -I will divide them into four groups of seven by counting from one to seven.  -I will give them a paper that has the instructions of the movement.  -They will have 5 minutes to practice the movement in their groups and get ready to present.  -I will help the groups that struggle the instruction paper to understand, the sequence of the movement.  -I will set timer and will remind them too.  - They will present and each will have 3 minutes to present while the dance is on.  -After the last group we will discuss what was hard in movement and how they are feeling about it. We will reflect what the student enjoyed about the dance  **Closure (10 min)**  -We will all play together as a whole class.  - I will ask if any student has a question about the Cha- Cha dance.  -Teacher will hand out an exit slip to be put in the box before the students change subjects. Make sure names are on the exit slips. Exit slip is a document to reflect the lesson objective as a form of evaluation, student will write:  1) One thing they learned. 2) One thing they are wondering about the lesson. | |

Lesson Plan: Two (2)

**Name: Khadar Tawane Hilowle Date: Nov 30,2018**

**Subject: Visual Art Grade: 6**

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| **Brief Lesson Introduction/ Overview:**  This a 30minute lesson on art critiquing, it involves describing, interpreting, and drawing conclusion about the content and aesthetic of various art expressions. Student will learn the better way to interpret and evaluate art work in an informed decision manner, and expand arts vocabulary. | |
| **Outcomes**: (What should students know, understand and be able to do as a result of this lesson?)  **CR6.3  Examine arts expressions and artists of various times and places. Treaty Education:**  **Treat Education Out come:**  **SI62: Analyze the importance of the preservation and promotion of First Nations and Métis languages.** | **Indicators** (Assessment Evidence): (What will students do to show what they have learned?) Use I can statement.  I can describe, analyze, interpret, and draw conclusions about the content and aesthetics of various arts expressions.  I can interpret and evaluate art works in an informed manner, and expand arts vocabulary.  I can demonstrate open-mindedness when responding to arts expressions.  **Treaty Edu:**  **Indicators:**  A] Express how one’s cultural identity is influenced by language. ¬  B] Explore initiatives in Canada that contribute to the preservation and restoration of First Nations languages. ¬  C] Describe how the loss of language impacts cultural identity (e.g., importance of ceremony, song, dance, storytelling). |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)  Before:  First thoughts (ask the students what their initial thoughts are). “Hot seat”, have students described the card they get and it’s meaning.  During: Completion of worksheet and drawing.  Oral Questioning  After:  Exit slip: evaluation sheet 1) One thing you learnt 2) One thing you’d like to learn next time | |
| **Art Education Main Goal:**  Critical and reflective  **Any Teaching for diversity consideration:** | |
| **Pre-requisite for learning:**  Student how reflect on dance lesson in our previous lesson, this will be the same as you will reflect in the art critique lesson. | |
| **Materials Needed: -** Exit slips - Art pieces printed out - Worksheets - Hot seat questions - Drawing materials  - Pencil - Paper with frame for recreation art pieces | |
| **Learning Experiences:  Set (10 min)**  <https://www.youtube.com/watch?v=qiuTWyiZCEg> [2minute]  The video shows young children critiquing art piece. This will give the class how as young as kindergarten kids can critique an art piece by expressing their feeling about the art piece Point to a table, “someone at this table has a card under their chair, who has it?” Student finds card and is instructed to read it out loud. Then, as a class we discuss the meaning in the context of art.  Write the word on the board.   Cards are written: Colors, shapes, textures, and lines. Student should understand the key words before going through the lesson  After all the words are on the board, hand out the worksheet.  **Development (20 min)** [https://www.youtube.com/watch?v=fuAqReGAnAQ [13](https://www.youtube.com/watch?v=fuAqReGAnAQ%20%5b13) minute]  This video gives ideas, and the best way to critique an art piece by also respecting the feeling of the artist.  Critiquing is analyzing the or evaluating something. It is all about giving ideas and opinions that can help the artist enhancing the quality of the art piece. Worksheet can be completed in table groups. [ Give an art piece to critique]  Instructor will circulate at this point to encourage students to use lots of different words to describe the art pieces.  Once art pieces have been critiqued, students can choose a piece to copy from the board. This is called an “impression”. Being an impressionist means to copy something that is in the real world from your perspective. The picture does not have to be perfect!   Make sure names are on both pages.  **Closure (5 min)**  Students can look at each other’s work and give positive feedback about it. Some might even want to name their work and explain what they were trying to accomplish!  Teacher will hand out an exit slip to be put in the box before the students change subjects. Make sure names are on the exit slips. | |

Lesson Plan: Three (3)

**Name: Khadar Tawane Hilowle Date: Oct 24,2018**

**Subject: Music Education/ Musical instrument/sounds**

**Grade: 6**

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| **Brief Lesson Introduction/Overview:**  This lesson will be one hour in length, we will cover the names of various musical instruments and experiments different sounds they make. We will also discuss the significant of instruments in making music. We will also touch the drums and their historical importance in the Indigenous communities in Canada. Students will also create some voices which relates the sounds instruments make. | |
| **Outcomes**: (What should students know, understand and be able to do as a result of this lesson?)  **CP6.7**  **Demonstrate increased skills and abilities in the use of voice and instruments.**  **Treaty Education Outcome:**  **HCK3: Explore the connection all people have to the land as expressed through stories, traditions, and ceremonies.** | **Indicators** (Assessment Evidence): (What will students do to show what they have learned?) Use I can statement. a) Experiment with voice and instruments by creating a wide variety of sounds and sound patterns.  F) Demonstrate focused listening.  **Indicators for Treaty Edu**   |  |  | | --- | --- | |  |  | |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)  Before:  Ask the students to name some of the musical instruments they know.  Why do we need musical instrument?  What roles do instruments play in music we listen every day? During:  Students watch the first video and write the names of the instruments they see?  Students will get the various instruments, and experiment the different sounds that can be made each at a time.  Students listen the second video, that demonstrates the sounds the instruments made and the names? Oral Questioning: The questions will be asked as students try the sounds the instruments made.  Student will get a sheet of the lists of instruments in English.  They will experiment with voices that can in tune with instruments’ sounds.  After:  Exit slip: 1) One thing you learnt 2) One thing you’d like to learn next time | |
| **Art education main goal:**  Creative and productive  **Any teaching for Diversity Consideration.**  Various instruments including Chinese Harp., and Indigenous drums | |
| **Pre-requisite learning:**  Listening to music in the previous lesson and reflect with that music and the instruments used. | |
| **Materials Needed:**  -Exit slips  - Sheet of the list of instrument names.  - Space to do the movement -Pencil  - Projector  -YouTube videos  - Various musical instruments  -Crayons | |
| **Planned Activities:  Set (15 min)**  [**https://youtu.be/f5EmqpwYeNc**](https://youtu.be/f5EmqpwYeNc) **[10minute]**  Student will listen this short video in five minutes of the instruments and their name.  Ask the students to name some of the musical instruments they know.  Why do we need musical instrument?  What roles do instruments play in music we listen every day? I will write the students ideas on the board and brainstorm together this important guiding questions.  I will also write the list of the instruments from the video including; tambourine, violin, Chinese harp, drums, trumpet, bagpipe, piano Accordion, clarinet, turntable, steel drum, recorder, cello, and lyre.  **Development (35min)** <https://youtu.be/ncsoIgEkD3Q>(16minutes)  Students will again listen to this short video only the first part, this time with sounds instruments make.  I will now distribute the instruments to students, and ask them experiments various sounds instruments will make each group at a time. Those who have drums will try the different sounds drums can make. The same test with other instruments each at a time. Next, will try to combine drums and trumpets and see how it sounds.  Finally, student will listen the rest part of the video, by guesting the name of the instrument they hear its sound. This is a fun activity, but helps students reflect the names of the instruments and the sounds they make. The students will get a sheet that has the names of the instrument we learned in class in English.  How are drums important in the First Nation culture and all other cultures? We will discuss these questions with the students, and ideas are accepted and corrected. In the Indigenous communities in Canada drums are used in dances, songs with combination of other instruments. Drums have significant historical, cultural roles in Indigenous art education.  **Closure (10min)**  Student will experiment voice that can be in tune with instruments sounds.  Review the lesson with sheet that has the names of the instruments  Write the Exit slip:  1) One thing you learnt 2) One thing you’d like to learn next time | |

Lesson Plan: Four (4)

**Name: Khadar Tawane Hilowle Date: Nov 30th,2018**

**Subject: Drama Education Grade: 6**

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| **Brief Lesson Introduction/Overview:**  This lesson will be one-hour lesson, involving initiated and developing roles in a selected drama. Student will use language creatively to achieve dramatic purpose when speaking and writing in a role. Students will assume different types of roles and fictional identities of things like snowstorm, forest etc. Students will learn different skills, the main one being to build ensemble skills. The game will be played interactively in groups and will be combined actions of pantomime. We will closely examine why treaty is a promise. Finally, what selfish means, and how that affects the promises people make. | |
| **Outcomes**: (What should students know, understand and be able to do as a result of this lesson?)  **CP6.4**  **Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).**  **Treaty Edu Outcome: TPPK4: Examine the intent of different kinds of promises.** | **Indicators** (Assessment Evidence): (What will students do to show what they have learned?) Use I can statement.  **Indicators:** a) Sustain belief in own roles and in the roles assumed by others.  b) Use language to achieve dramatic purposes when speaking and writing in roles.  c) Assume different types of roles and fictional identities in drama work.  D) Demonstrate a willingness to take a risk in developing new roles. **Treaty Edu Indicators**:  Represent understanding of different kinds of promises. |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)  Before:  What is a drama?  Explain the steps of the game  During:  Let the student get the cards that have the sentences.  Divide into three groups.  Explaining the instruction involves the game. Oral Questioning  After:  Oral questioning Exit slip: 1) One thing you learnt 2) One thing you’d like to learn next time | |
| **Art education main goal:**  Creative/Productive  Critical/ Responsive  **Any teaching for Diversity Consideration** | |
| **Pre-requisite learning:**  Skills to follow instruction from the previous lessons. | |
| **Materials Needed:** - Exit slips  -Cards with sentences  - Space to do the movement  -Pantomime movement | |
| **Planned Activities:  Set (10 min)**  <https://www.childdrama.com/iamwalking.html>[ the drama game adapted from this Link]  "I am Walking," and "The Martha Game." It works great for building ensemble, and especially for developing the kind of unselfish ensemble awareness young actors find so difficult to learn, but middle years students can do the game.  Explain the instruction:   * A set of cards containing the second half of a sentence * Students will get the sentences from me. * Each sentence begins “I’m walking…” * Divide the class into groups of three. The groups will "perform" one at a time. * The first group enters the performance space. A representative draws a card from the pile, and they share it around so everyone can see it, but there is NO DISCUSSION   **Development (40 min) How to play the drama game**  Before play, prepare a set of cards, each containing the second half of a sentence. Below are a few examples, but I will think of more.  ". . . through a blinding snowstorm, looking for a lost child."  ". . . across the Great Plains on the way to Oregon."  ". . . to school on a cool late fall morning."  ". . . down a dark alley, looking for an escaped prisoner."  ". . . through the Amazon rainforest, in search of rare species of animals."  ". . . to the platform to receive a gold medal."  ". . . down an empty highway, running away from home."  ". . . along the Boardwalk near the beach on a summer evening."  ". . . across the deck of a sailing ship during a storm." (The idea is that the first half or each and every sentence is "I am walkingŠ")  Divide the class into groups of three or more. The groups will "perform" one at a time.  The first group enters the performance space. A representative draws a card from the pile, and they share it around so everyone can see it, but there is NO DISCUSSION  **Demonstrate how the game will work;**   * On the instructor's cue, the group must create an instant scene (using pantomime, and, if the instructor chooses, sounds, props, etc., but no words) that will convey the COMPLETE sense of their sentence. * This can be done, obviously, in lots of different ways. * One person might become the person who is "walking," while others become the environment, or "supporting" characters. * The challenge comes in the fact that the group is not allowed to discuss or plan. * If each individual in the group decides that he would be the best person to be the "lost child," for example, the group will almost certainly fail to communicate the snowstorm. * Each member of the group must evaluate what the rest of the group is doing, and respond by contributing, not in the way that makes himself look best, or in the way that is most "fun," but in the way that best reinforces the effective communication of the group. * The most effective groups will therefore be the ones in which everyone is able to sublimate their own individual stardom to the stardom of the group.   Once the group has performed, others in the class try to guess the sentence. The group who performed should try not to react positively or negatively to the guesses until everyone has guessed. In this way, no one changes or suppresses their guess once they know it is "wrong." This is important, because the "guesses" are the best kind of descriptive feedback on the effectiveness of the performance.  I often use this as a jumping-off point for discussing the idea of communication, and of responsibility for the messages one sends, whether intentional or not. If the group intended to convey the sentence "I am walking on the deck of a sailing ship," but most of the class guesses "I am walking on top of a locomotive train, chasing a train robber," it is not because most of the class is "wrong" or "stupid." It is, in fact, because what the group actually conveyed, intentions notwithstanding, was this second idea. By knowing what the audience saw, the group can judge how effectively they have communicated.  Obviously, this process is repeated until all groups have had a turn to perform.  **Closure (10min)**  - Review the game oral questions:  What did you learn from the game?  How did find the game?  Was it hard or easier? Which part did you find challenging, and why?  Exit slip: | |