



## Long Range Plan

**Submitted by:**

**To:**

**School:**

**Date:**

### Cycle A Long-Range Plans for ArtsAround the World (ATW)

ArtsAround the World (ATW) is an integrated approach to learning. Grades 1, 2, 3 students take an imaginary trip around the world by visiting a different country each month or so. All three grades learn the same games, songs, dances etc. so they can share the cultural gains they begin to understand with each other in class, at recess, at home and most importantly at a school community level.

Lessons include specific expectations for many literacies like physical literacies such as brain boosters (creative movement and dance); media (YouTube); historical (cultural studies of each country); emotional & social (drama); musical (music appreciation, singing and playing) and technology (photography and iPads).

As the ATW program is completely digital ArtsAround Integration Teachers (AITs) require a connection to Wifi so they can follow along with the lesson plan provided by simply pressing the links to music and YouTube videos. Assessments and anecdotal checklists are available as listed in many lessons and in the *ArtsAround the World Teacher Guide* found at the website. A few samples of assessment are attached for your perusal.

### Cycle A~ Long Range Plans for ATW

**Integrated Areas:** Besides literacies ATW lessons link to science and social studies, language, character education or Religion, health and social literacy using teamwork and improvisation and role play in drama to go deeper and strengthen understandings about how the world works. In each country a new language is taught. Children soon realize that although cultures are different, we all share family and community traditions through music, dramatizations, stories, celebrations and dancing as important aspects for broadening a child's limited view of the world. Introducing a few words or expressions of the language of the country studied works well. By doing so students learn that although there are differences, we are all very much alike. Cultural practices are acknowledged and supported in

ArtsAround the World. Meditation, yoga and mindfulness is also included in this **integrated** arts program.

**Music:** Lessons start with many beat and rhythm, call and response games, songs and activities. Percussion and eventually ORFF (xylophone) instruments are taught so children can accompany musical selections. Children are taught to create repeated patterns, called ostinati, with instruments and even in dance. They learn to sing do, re, mi using hand signs which is called solfege notation. Through discovery and exploration on teams they create their own music. They do some preliminary work on identifying notes and note reading. The main goal of ATW is to ignite an interest and desire to encourage children to further explore all that the arts have to offer. Starting them down this pathway at such a young age can make a difference to the children who would never be exposed to the arts in their own homes. For those children who have supportive parents who want them to become engaged in music lessons, dance studios, visual and theatres arts lessons/camp benefits the community and the economy. Either way introducing the arts to young children is advantageous at many levels.

**Dance:** Almost every ATW lesson opens with some form of physical literacy. Movement changes energies and makes the student more alert during class. Creative and expressive movement is included in each lesson, so children use freestyle movement to express themselves. Often scarves and props help to make the children confident with their own body while performing. Learning to count steps, creating patterns and repetitions in dance begins a more formal approach to dance. Counting and patterns relates directly to math as well. Folk dances usually are introduced first, followed by easy to repeat dances leading to a choreographed dance that requires using their memory to recall steps. There are so many cultural dances to learn from each country that the possibilities are endless.

**Drama:** Drama is often underestimated by many people who do not understand the tremendous value this subject offers. Drama STIMULATES CREATIVITY in problem solving and it challenges the students' PERSPECTIVES about the world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express. A student can, if only for a few moments, BECOME ANOTHER, explore a new role, try out and experiment with various personal choices and solutions to

very real problems-problems from their own life, or problems faced by characters in literature or historical figures. This can happen in a SAFE ATMOSPHERE, where actions and consequences can be examined, discussed, and in a very real sense EXPERIENCED without the dangers and pitfalls that such experimentation would obviously lead to in the "real" world. This is perhaps the most important reason for Dramatic Arts in schools.

Primary children can often get lost in imagining but they lose this skill as they age. This is not the case in ArtsAround classes. They become actual characters after listening to stories, watching YouTube videos and reciting poems they learn in ATW. They learn to role play and improvise: two skills that are required even more so in the workplace and as adults in real life. Drama prepares them for a future that many of us can't even fathom. At the center of all Drama is COMMUNICATION. Like all the arts, Drama allows students to communicate with and understand others in new ways. NO ART FORM IS MORE TRULY COLLABORATIVE. Drama is an important tool for preparing students to live and work in a world that is increasingly TEAM-ORIENTED rather than hierarchical. The following list lets you see what countries are studied this year in ATW where many integrated subjects and proficiencies will come alive.

**ATW Countries for Cycle A / Year 1**  
**Kenya, Puerto Rico, Italy, New Orleans, Ireland, Brazil**

**Cycle A ~ ATW ~ Long Range Plan**

<b>Countries &amp; Lessons</b>	<b>Months and Features</b>
<p><b>Introductory Lessons</b>            Introduction School Theme Lessons:            A Sky Full of Stars Theme            Intro Lesson: Percussion Fun            Intro Lesson: AA + Literacies = FUN!</p>	<p><b>September</b>            *Developing a school wide theme            *Using instruments properly, setting routines, musical skills introduced.</p>
<p><b>Kenya</b> (4 weeks long) + <b>Thanksgiving</b> + (1 week) + <b>Pumpkin Galore</b> at Hallowe'en (1 week) = 6 lessons in total.</p>	<p><b>October to November</b>            *Abiyoyo book, video and dramatization*            *Abiyoyo link available in YouTube.</p>
<p><b>Puerto Rico</b> is 5 weeks long.            Christmas in Puerto Rico</p>	<p><b>November to December</b>            *Carnival de Ponce Festival.            *Celebrating holidays Puerto Rico style.</p>
<p><b>Italy</b> is 6 weeks long.</p>	<p><b>January to February (Valentine's Day)</b>            *Gabriella's Song* story and Dramatization</p>
<p><b>Ireland</b> is 5 weeks.</p> <ul style="list-style-type: none"> <li>• 2 weeks before March Break.</li> <li>• 4 weeks after.</li> </ul>	<p><b>March to April</b>            *St. Patrick's Day Party*            *Limericks and Jigs, Irish Stew, and Rattlin' Bog.</p>
<p><b>New Orleans</b> is 6 weeks.</p>	<p><b>Mid-April to May</b>            *Marching, Audubon Zoo plus            *Petite Rouge YouTube version*</p>
<p><b>Brazil</b> is 4 weeks.</p>	<p><b>May to June</b>            *The Great Kapok Tree* read-aloud            YouTube</p>

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This chart gives you a general outline of the ArtsAround the World ~Cycle A~ program, at a glance. As you have interruptions and need to make up some extra classes, the dates will change for you. Every teacher may be starting and stopping on different dates as each school is different. It's all good.

Of course, there will be circumstances where the children become more engaged in a story, song, dance or playing the instruments. If you feel a need to extend that lesson or allow an extra lesson for them to do so, by, all means, let them enjoy something that has caught their interest. If you don't get every country completed or you, think it is best to cut some lessons short, again you know best. ATW encourages you to follow the lead of the children. They-as well as you- should be given a 'voice and a choice'.

For those of you who want to start a library of ArtsAround the World books, you may want to purchase the books listed in the lessons. All books chosen are beautifully written and illustrated stories that you can read more than once in a year if you decide to purchase. There is nothing as good as the feel (and smell) of a good book. Let your students take turns taking them home. Maybe your principal would consider paying for these books for the school library? OR you can borrow them from your local library. Some children love to look at the pictures again and again to keep their imagination active. If you are an itinerant teacher, make sure the classroom teacher sees this plan so they, too, can integrate the arts into their own lessons, too. What a wonderful way to collaborate!

