

Cycle B Long-Range Plans for the Catholic ATW Program

Submitted by: _____ To: _____ School: _____ Date: _____

Note to AIT: To provide a truly authentic and rich experience in storytelling for the children, most stories are chosen because they are told online. It saves costs to you or to schools. However, we would all agree that books can really enhance the learning and enrich the lesson, so having a classroom library is important too.

For the Principal: **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. Maybe even on the playground.

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 B - LONG RANGE PLANS FOR CATHOLIC ATW

INTEGRATED AREAS

Besides literacies ATW lessons link to science and social studies, language, 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. Easter and Christmas are acknowledged as Catholic celebrations in Canada and whatever country they happen to be travelling to during those months of the year. Canadian Catholic children learn that many of our traditions are quite similar when it comes to celebrating our faith in Christ.

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 in Ensembles they create their own music.

They do some preliminary work 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 songs and dances are usually 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 while travelling to each country that the possibilities are endless.

DRAMA

Drama is often underestimated by many 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 from books 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 Studied this Year:
Jamaica; Hawaii (USA); Ukraine; China; Scotland and Portugal.**

The world is a book and those who do not travel read only one page.
St. Augustine

CYCLE B - CATHOLIC ATW PROGRAM - YEAR AT-A-GLANCE

Note to AIT: The weeks with a tick ✓ are not numbered as they stand alone. An AIT can choose to deliver the lesson or skip it if the children are totally immersed in activities from the country they are visiting. It's your choice.

COUNTRIES & LESSONS	MONTHS AND FEATURES
<p>Introductory Lessons (3 weeks)</p> <p>Week 1: Body Percussion</p> <p>Weeks 2 & 3: Alligator Pie</p>	<p>September</p> <p>Using instruments properly, setting routines, musical skills introduced You Tube with Dennis Lee reciting his poem * <i>Coconut Woman & Reggae song</i> *</p>
<p>Jamaica (5 weeks long)</p> <p>Week 1: Anansi: A Story</p> <p>Week 2: Dramatization of Anansi</p> <p>Week 3: Anansi Song</p> <p>✓ Week: Halloween</p> <p>Week 4: Three Little Birds</p> <p>Week 5: Jamaica Farewell</p>	<p>October – beginning of November</p> <p>Characters in Anansi A Story become part of the dramatization. Boom whackers used for Day O and Banana Phone songs. Three Little Birds and Jamaica Farewell include Orff and percussion instruments.</p>
<p>Portugal (4 weeks long)</p> <p>Week 1: Welcome to Portugal</p> <p>Week 2: Portuguese Man o War & More</p> <p>Week 3: Our Lady of Fatima</p> <p>Week 4: Fado Português</p> <p>Week 5: Christmas in Portugal</p>	<p>Mid-November to Christmas Holidays</p> <p>Photos and You Tubes allow children to get the flavour of Portugal. They learn a few words and O Meu Chapéu Tem Três Bicos & O Piao-My Spinning Top popular songs; Portugal é Nossa Terra dance and learn the miracles of Fatima & enjoying the festivities of 'Consoada' for Christmas Eve.</p>
<p>Scotland (4 weeks long)</p> <p>Week 1: Welcome to Scotland & Hogmanay (New Year's)</p> <p>Week 2: Always Room for One More</p> <p>Week 3: The Loch Ness Monster</p> <p>Week 4: Fun @ A Ceilidh</p>	<p>January</p> <p>A wonderful video of Scotland really sets the tone followed by learning a few wee words in Gaelic in the poem/story titled Always Room for One More. The Circassian Circle Dance, tartans, bag pipes & of course 'Nessie'-the Loch Ness Monster makes for great drama. What better way to end the tour than singing and dancing at a Ceilidh. (kitchen party)</p>

<p>Hawaii (5 weeks)</p> <p>Week 1: Welcome to Hawaii</p> <p>Week 2: Pearly Shells</p> <p>Week 3: The History of Hula</p> <p>Week 4: Facts About Hawaii</p> <p>Week 5: Hang Loose Hawaiian Celebration!</p>	<p>February-March Break</p> <p>Aloha! Many Hawaiian expressions songs & dances such as Mele Kali Kimaka song to a hula dance. The Tsunami Quilt: Grandfather's Story book is required. Surfs up-get your ukuleles out. If you are in a school where all primary grades participate in ATW, here is a chance to get the classes together to celebrate. If not invite other grades to join in.</p>
<p>China (6-8 weeks)</p> <p>Weeks 1 & 2: Welcome to China</p> <p>Week 3: The Chinese Spring Festival</p> <p>Week 4: The History of China</p> <p>Week 5: Kodaly & Orff</p> <p>Week 6: The Spring Festival</p> <p>✔ Easter Week(s)</p>	<p>Mid-March to April</p> <p>Spring in China means cherry blossoms. It also means interesting customs, dances and songs like Picking Flowers & Chan Mali Chan. To clean for their New Year- Feng Shui, (lucky charms), panda bears & Character Fu are featured. Terra cotta warriors, Buddha, Emperors and the Summer Palace increase curiosity. Kodaly (solfege) and pentatonic (5 notes) provide music experimentation and builds immediate success playing instruments.</p>
<p>Ukraine (4-5 weeks)</p> <p>Week 1: Welcome to Ukraine</p> <p>Week 2: Ukrainian Dance 101</p> <p>Week 3: Jumping Jiving</p> <p>Week 4: Rechenka's Eggs</p>	<p>Ukrainian music (Mnohaya Lita) and (instruments (sopilka, bandura), language (Nazzdorovja) and dances (Hopak Veseli and Jumping Jiving) are featured. Becoming familiar with the Rechenka's Eggs story includes how to make a pysanka (painted colourful eggs).</p>

This chart gives you a general outline of the **ArtsAround the World - Cycle B** program briefly. 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 will all work out, in the end. Adjust as you go, and all curriculum expectations/standards will be met.

Of course, there will be circumstances where the children become more engaged in a particular 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 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 who want to start or continue collecting books for your classroom as a library of ArtsAround the World books, (or for your school library) you may want to purchase these following books. * [The Tsunami Quilt: Grandfather's Story by Anthony D. Fredericks](#) for Hawaii; [Almost Room for One More by Sorche Nic Leodhas](#) for Scotland, and [Rechenko's Eggs by Patricia Polacco](#) for Ukraine.

These books have a link to a read-aloud book, in the lesson, on YouTube. However, if you would prefer to read them to your students, then you might want to order all three to keep in your classroom library.