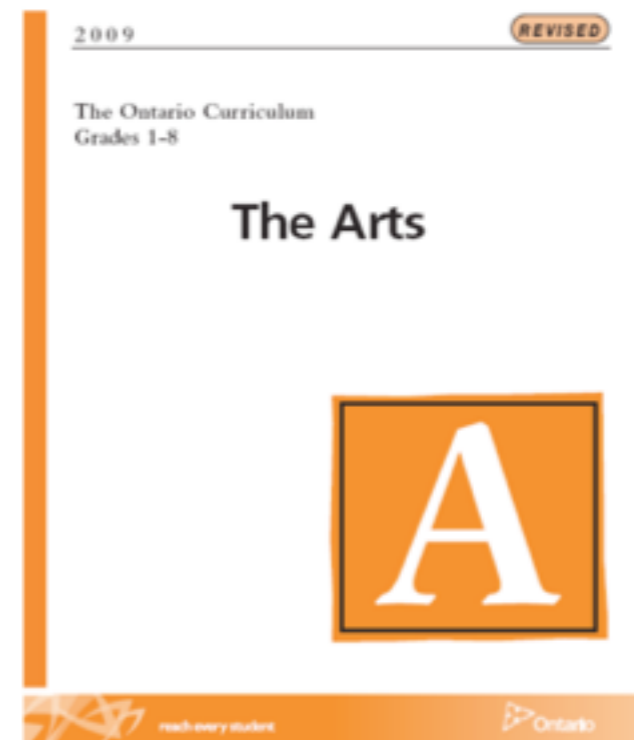


# Music Session Part II

January 12th, 2012





- Active Participation!
- Attentive Listening!
- Having Fun Music Making!
  
- Recognize our personal strengths and interests in music
- Work collaboratively together to support the learning of others

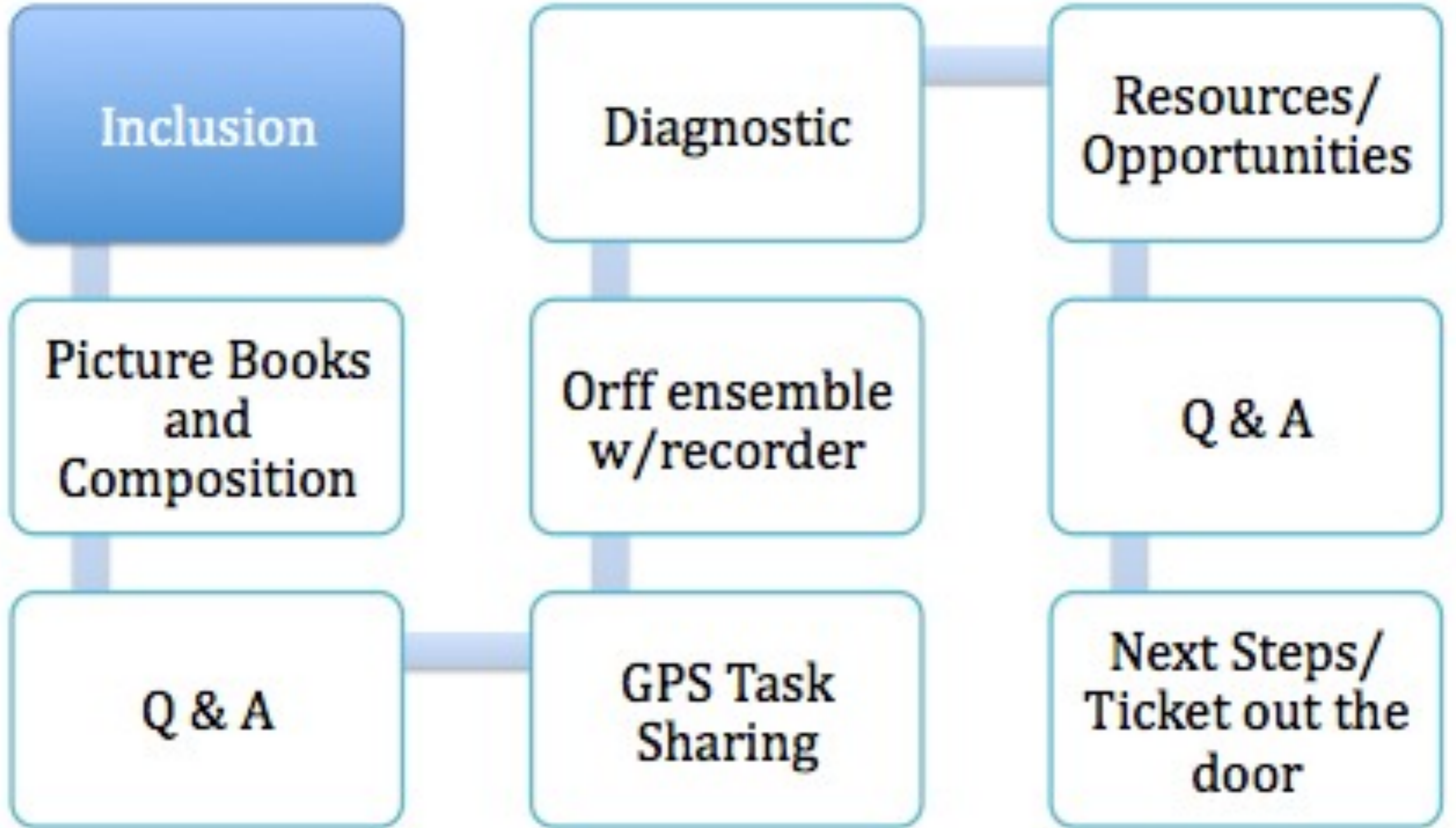
# **Learning Goal**

**We are exploring the Revised Music Curriculum, our musical strengths and interests through a variety of resources and strategies**

# Success Criteria

I can:

- understand the terminology in the Music Curriculum
- feel comfortable making music (singing/recorder/Orff)
- find resources to support my teaching
- identify my strengths and next steps



Pease porridge hot,  
Pease porridge cold,  
Pease porridge in the pot,  
Nine days old.

Some like it hot,  
Some like it cold,  
Some like it in the pot,  
Nine days old.

Pease porridge hot ,  
Pease porridge cold ,  
Pease porridge in the pot,  
Nine days old .

Some like it hot ,  
Some like it cold ,  
Some like it in the pot,  
Nine days old .

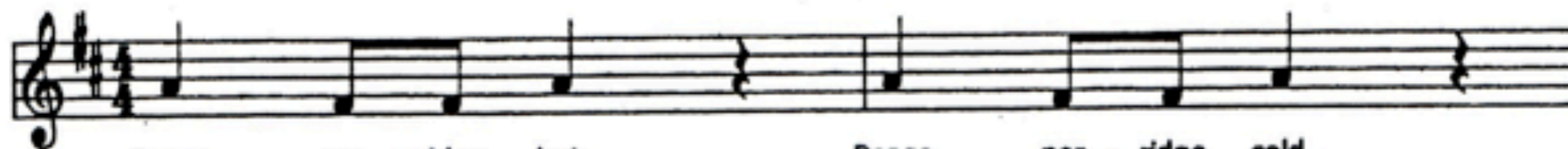
Pease porridge hot ,  
Pease porridge cold ,  
Pease porridge in the pot,  
Nine days old .

Some like it hot ,  
Some like it cold ,  
Some like it in the pot,  
Nine days old .

Pease porridge hot ,  
Pease porridge cold ,  
Pease porridge in the pot,  
Nine days old .

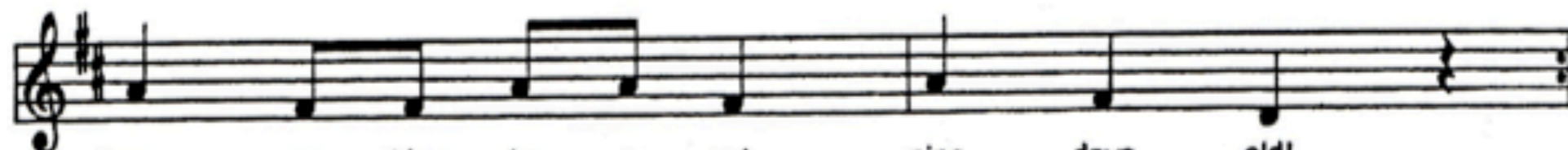
Some like it hot ,  
Some like it cold ,  
Some like it in the pot,  
Nine days old .

Trad.



Pease por - ridge hot.  
Some like it hot.

Pease por - ridge cold.  
Some like it cold.



Pease por - ridge in a pot,  
Some like it in a pot,

nine days old!  
nine days old!

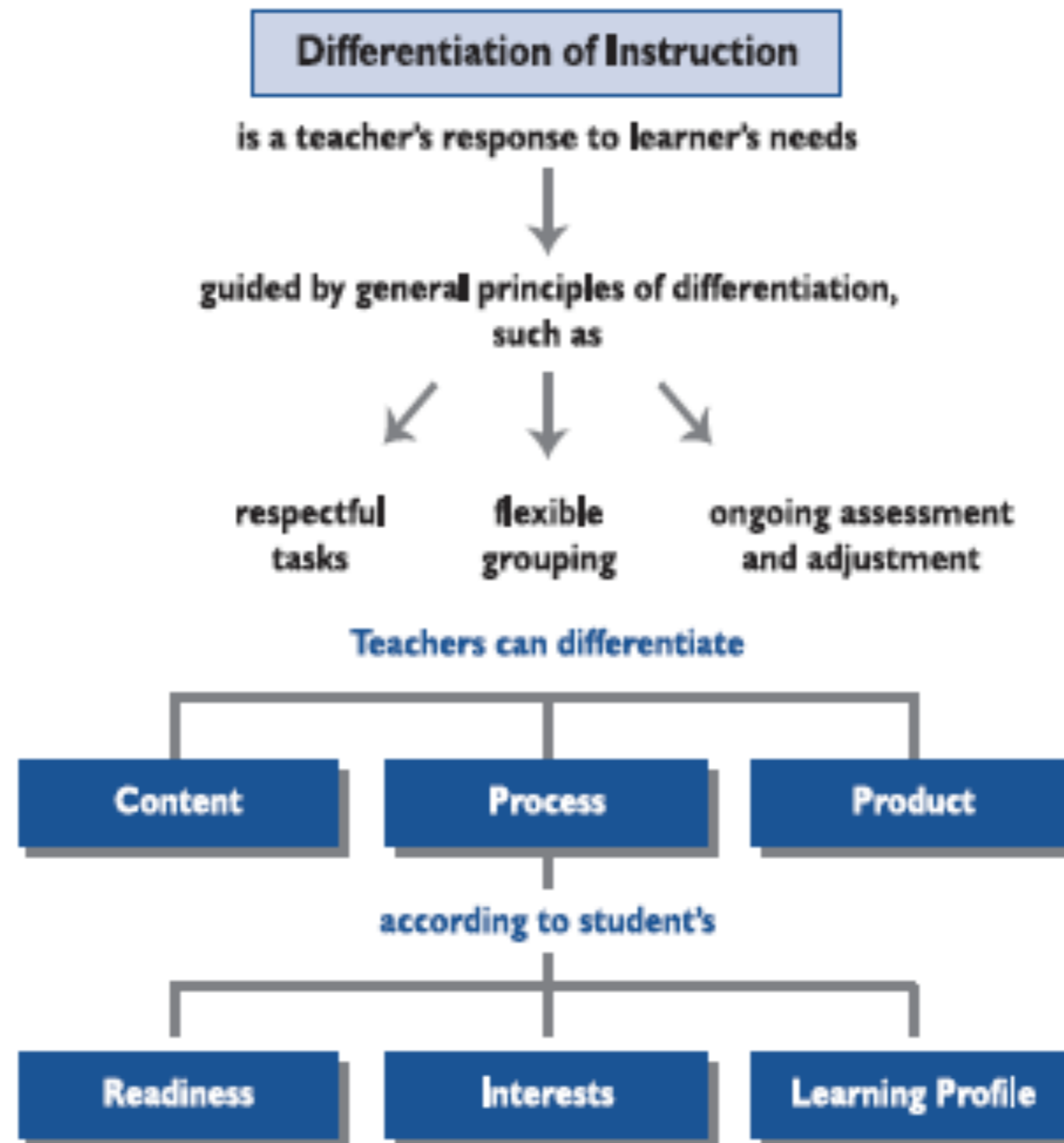
Where do you see aspects of differentiated instruction in this activity?



Differentiation



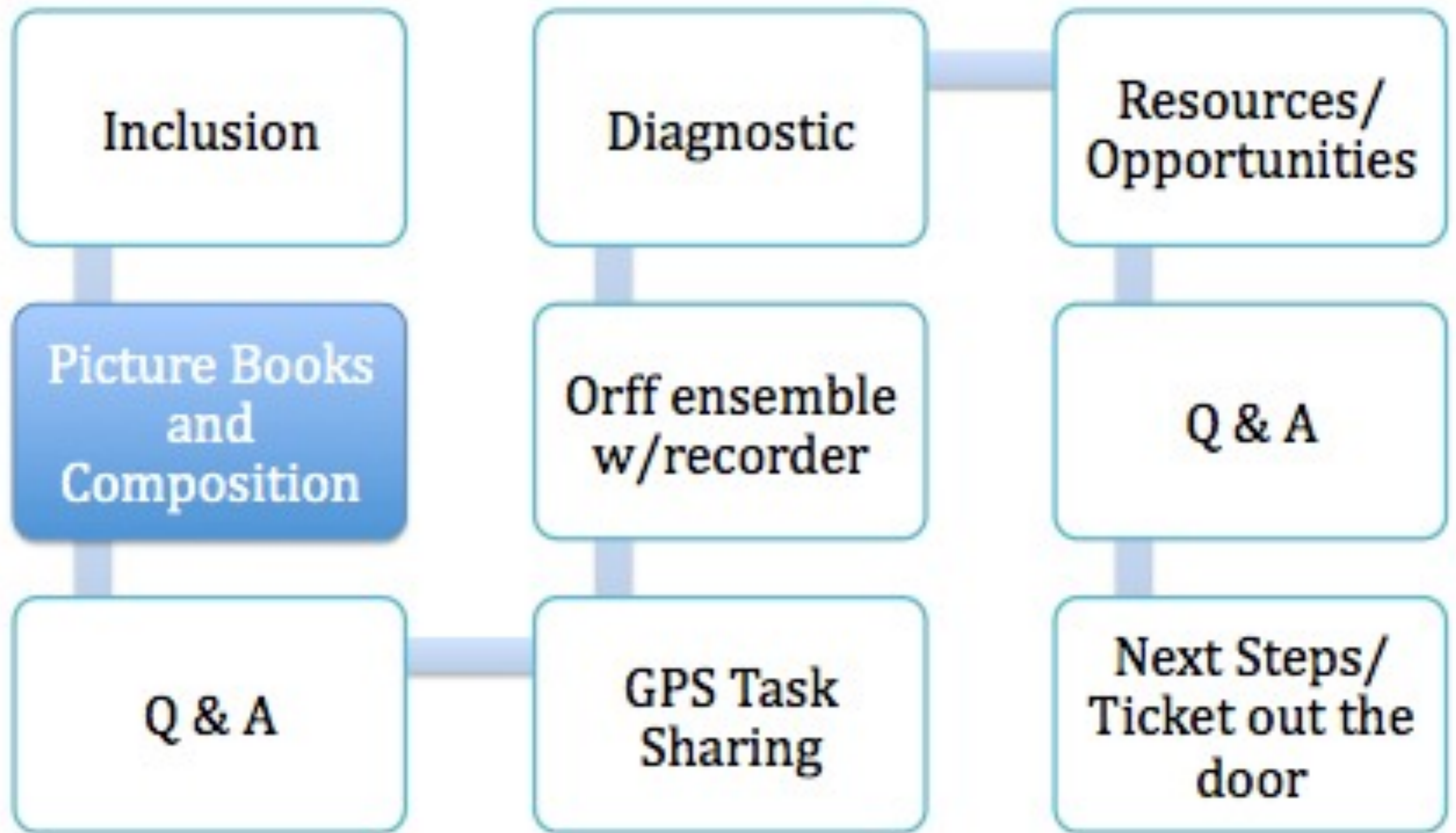
## A Concept Map for Differentiating Instruction



Tomlinson, Carol Ann (1999) *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

# Expectations Addressed

- Grade 3:
- **C1. Creating and Performing**
- C1.1 sing, in tune, unison songs, and/or play accompaniments
- C1.2 apply the elements of music when composing to create a specific effect
- C1.3 create musical compositions for specific purposes and audiences
- C1.4 use the tools and techniques of musicianship in musical performances



# The Quiet Cricket



Chorus:

The cricket wanted to answer, so he rubbed his wings to

gether, But nothing happened!  
(something)

Not a  
(What a beautiful)

sound.

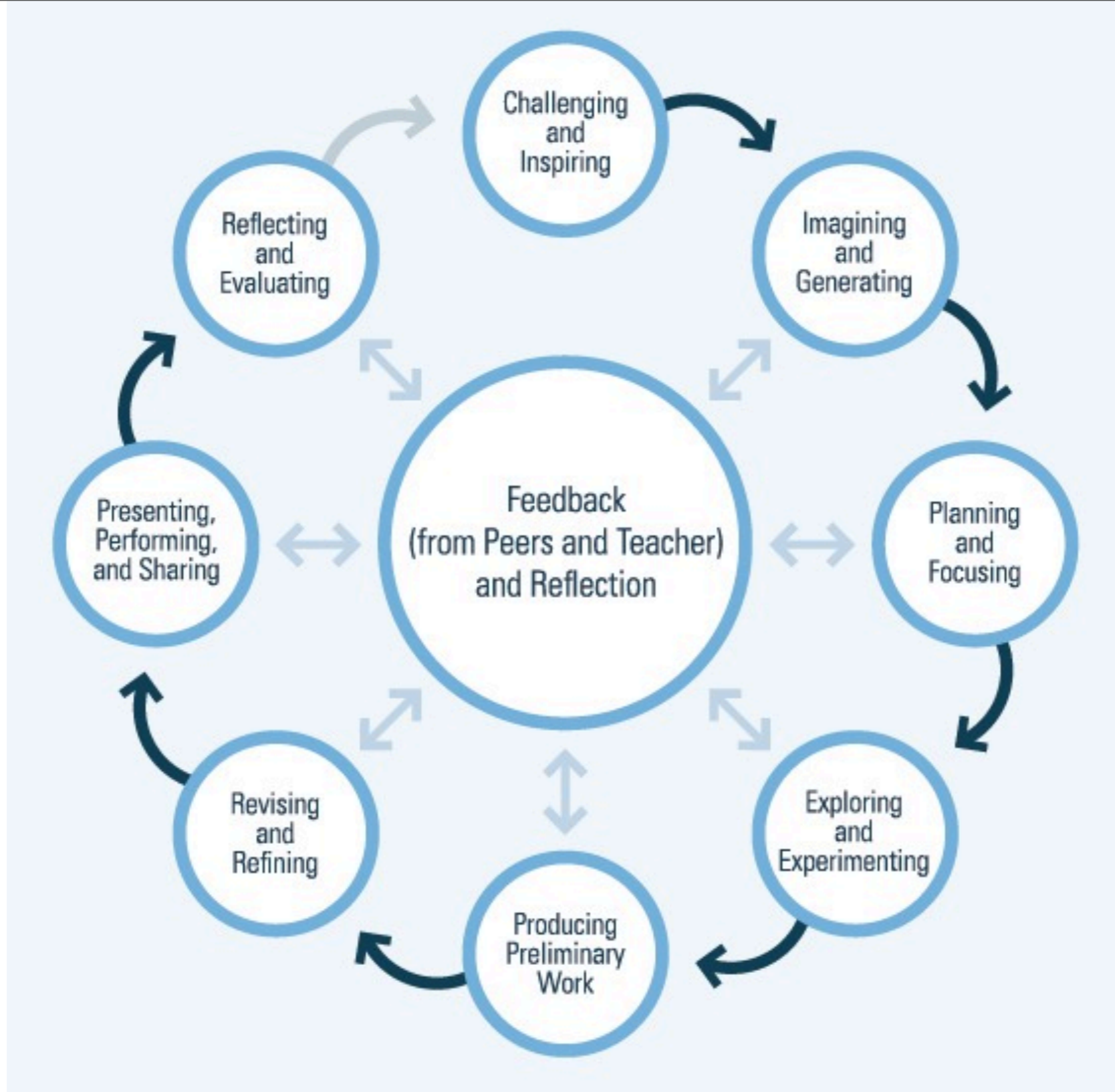
Accomp. Bass  
Xylophone

(Cricket)  
Gluckenspiels

Metallophone

# Expectations Addressed

- Grade 3:
- C1. Creating and Performing
- C1.2 apply the elements of music when composing to create a specific effect
- C1.3 create musical compositions for specific purposes and audiences
- If time today....
- C2. Reflecting, Responding and Analysing



# The Creative Process

# This is your big chance to be creative!



# Challenging/Inspiring

- Introduce challenge
- Provide models, learning goals
- Define parameters



# Imagining and Generating

- Teacher observes, listens, prompts with questions, and provides choices



# Planning and Focusing

- Provide resources for students
- Ask questions and/or model planning strategies
- Structures planning and provides choices



# Exploring and Experimenting

- Provide reference charts of the elements, techniques etc.
- Provides time to practise
- Continues to reinforce application of planning/focusing work



# Producing Preliminary Work

- Asks questions about meaning and intended audience
- Provides descriptive feedback
- Encourages students communicate ideas, make connections, and apply knowledge and skills



# Revising and Refining

- Observes and provides descriptive feedback
- Encourage students to look for alternatives
- Provides time and opportunities for reflection and revision



# Presenting, Performing, and Sharing

- Promotes student talk about Music
- Ensures that students have an appropriate audience
- Helps structure sharing for students
- Is supportive



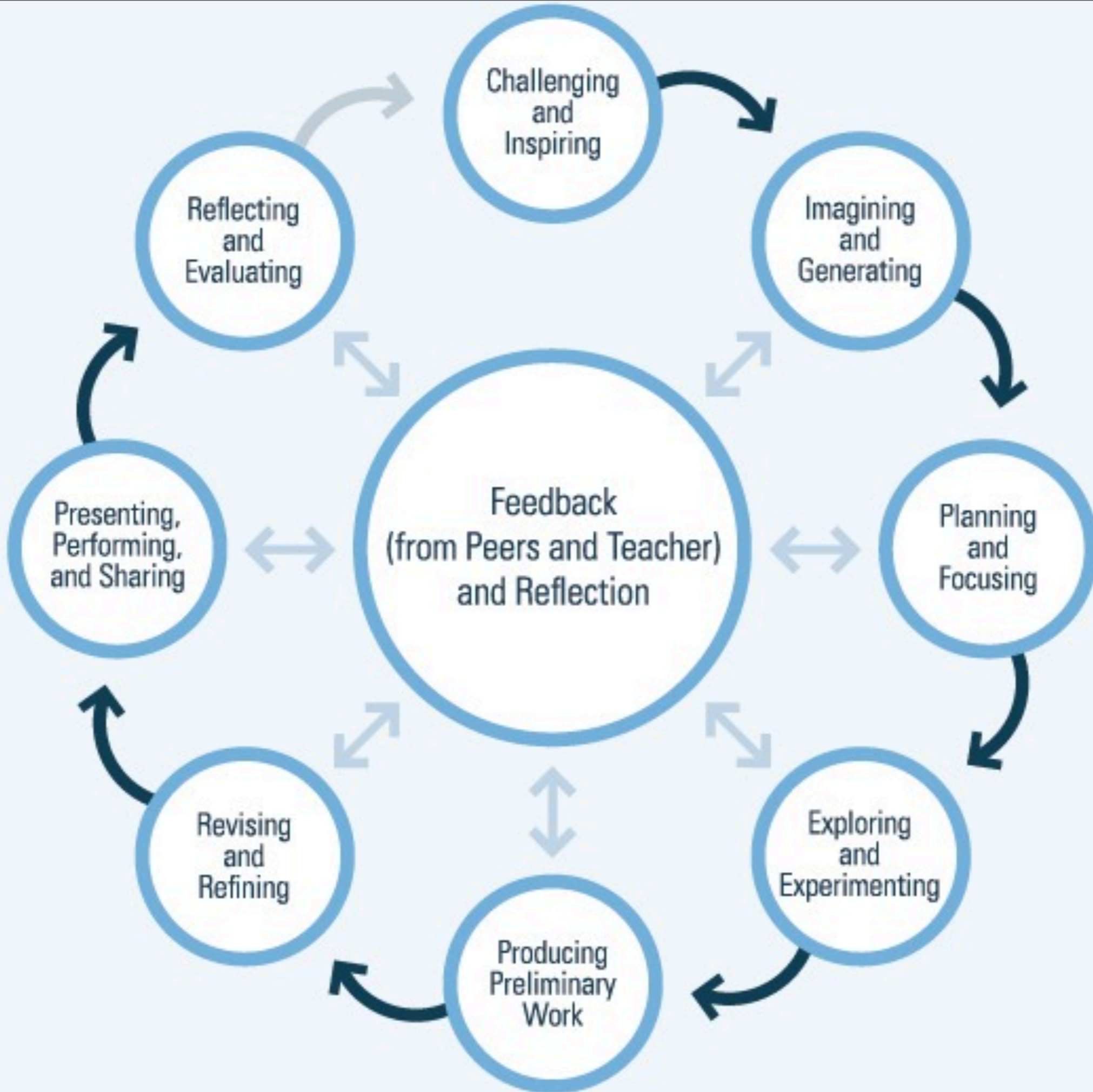
# Reflecting and Evaluating

- Links evaluation to criteria
- Provides a variety of methods of evaluation
- Provides descriptive feedback
- Evaluates based upon evidence collected over time



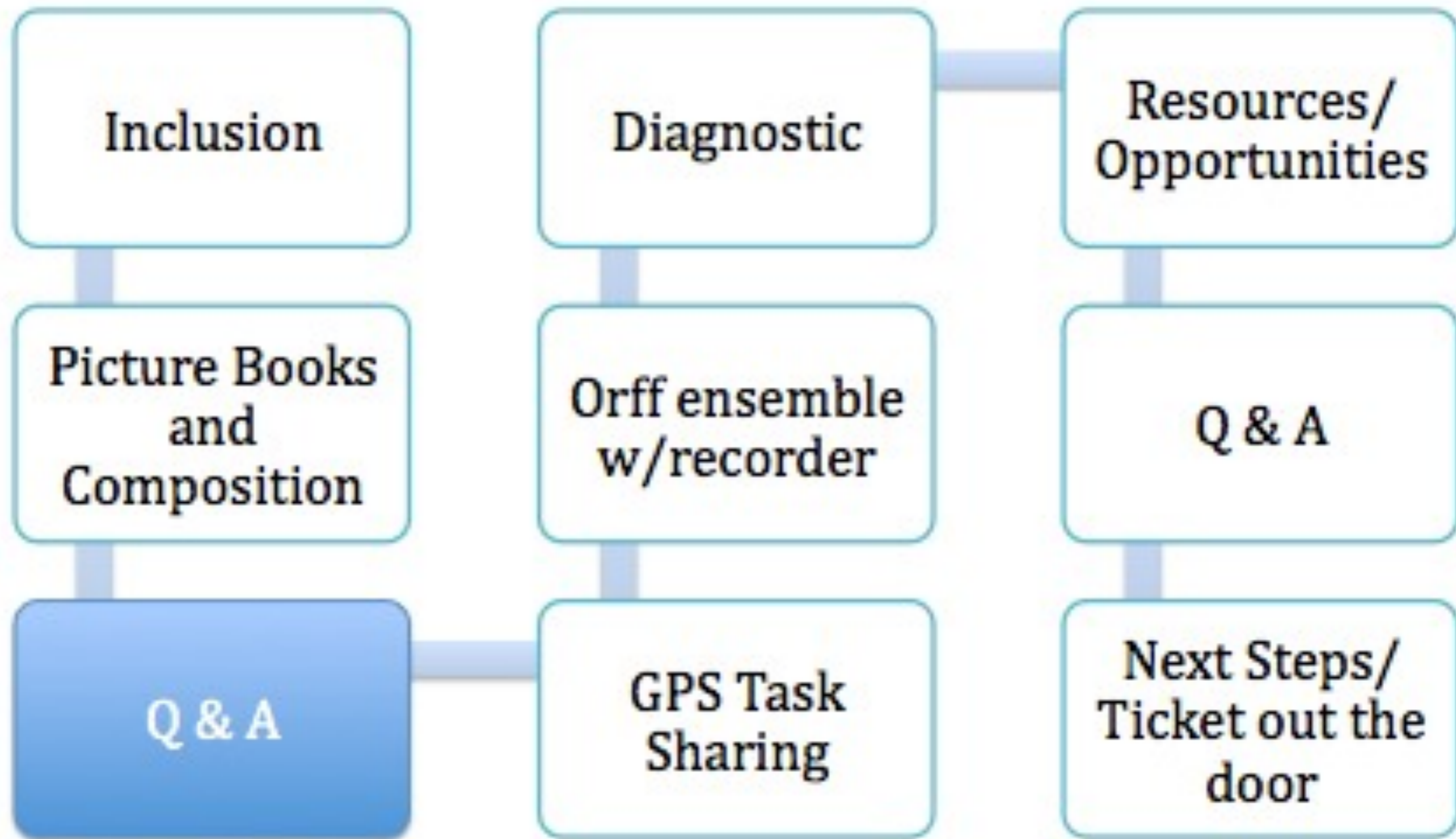


Feedback  
(from Peers and Teacher)  
and Reflection





**Break**





I have played a  
music instrument



I studied music in  
elementary school

I studied music in  
high school

I am comfortable teaching  
students how to read  
music

I see the arts as a  
powerful tool to  
engage students

I expect that I will be  
teaching music in my next  
practicum

I have always wished that  
I could play an instrument

I see myself as a  
creative person

How comfortable are you with using the Revised Arts curriculum as part of your daily program?

NOT COMFORTABLE

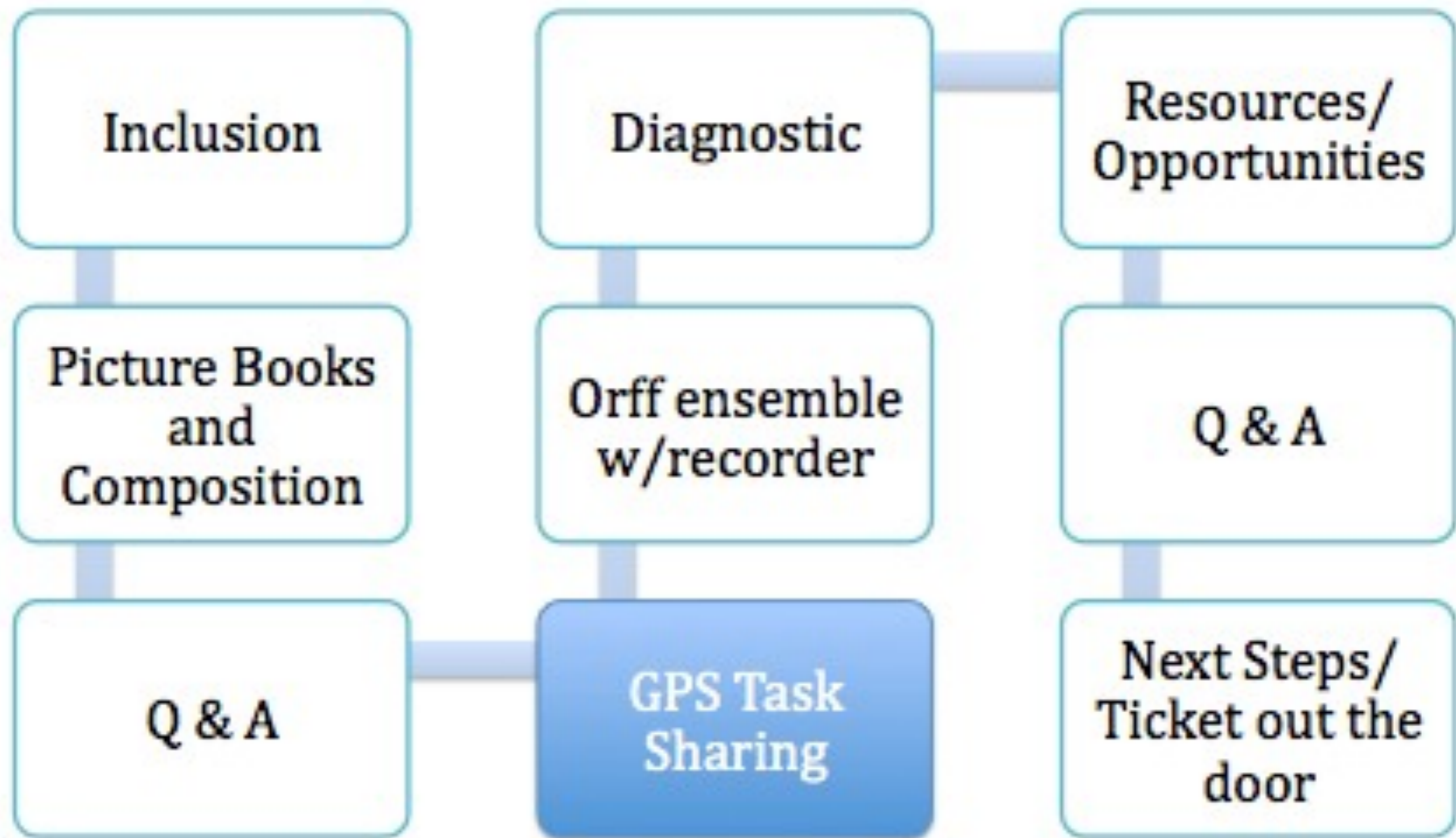
VERY COMFORTABLE



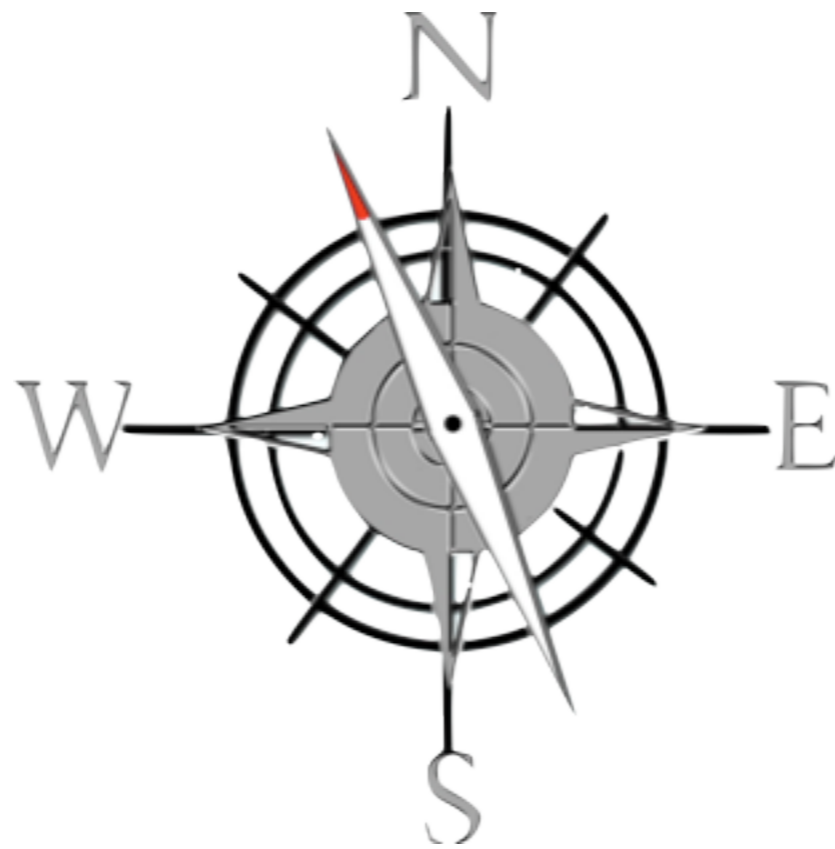








# GPS





# Primary GPS Instruction and Evaluation

Term 1 Midterm September to Mid November	Term 1 Report Card Late January to early February reflecting growth from September to Jan/Feb	Term 2 Check-in Mid-April	Term 2 Report Card reflecting growth from Jan/Feb to Mid June
Tasks 1-4	Tasks 4-8	Tasks 7-10	Tasks 9-13

# Primary/Junior Tracking

	Task 1 Beat	Task 2 Rhythm	Task 3 Metre	Task 4 Tempo	Task 5 Pitch	Task 6 Dynamics	Task 7 Tempo	Task 8 Timbre	Task 9 Phrase	Task 10 Phrase	Task 11 Form	Task 12 Comp.	Task 13 Comp.
Sarah	D M E ✓	D M ✓ E	D M ✓ E	D M E	D M E	D M E	D M E	D M E	D M E	D M E	D M E	D M E	D M E
Justina	D M E ✓	D M E ✓	D M ✓ E	D M E	D M ✓ E	D M E	D M E	D M E	D M E	D M E	D M E	D M E	D M E
Jennifer	D M E ✓	D M ✓ E	D M ✓ E	D M E	D M E	D M E ✓	D M E	D M E	D M E	D M E	D M E	D M E	D M E
Lynnette	D M ✓ E	D M ✓ E	D M ✓ E	D M E	D M E	D M E	D M E	D M E	D M E	D M E	D M E	D M E	D M E
Jim	D M ✓ E	D M ✓ E	D M ✓ E	D M E ✓	D M ✓ E	D M E	D M E	D M E	D M E	D M E	D M E	D M E	D M E
Kevin	D M E ✓	D M ✓ E	D M ✓ E	D M E	D M E	D M E	D M E	D M E	D M E	D M E	D M E	D M E	D M E

Primary students will be evaluated using the following terms:

D = Developing

M = Meeting (is where you need to be)

E = Exceeding

# Junior Evaluation

Tasks	Term 1 (September to February)	Term 2 (February to June)
1	D+	R
2	C-	R
3	C	R
4	C+	R
5	B-	D-
6 (taught to)	B	D
7	B+	D+
8	A-	C <sub>-</sub>
9	A	C
10	A+	C+
11		B-
12 (taught to)		B
13		B+
14		A-
15		A
16		A+

# Intermediate Evaluation

Tasks	Term 1 (September to February)	Term 2 (February to June)
1	52	32 (R)
2	55	35 (R)
3	58	38(R)
4	62	42(R)
5	65	45(R)
6	68	48(R)
7	72	52
8( taught to)	75	55
9	78	58
10	82	62
11	88	65
12	92	68
13	98	72
14 (taught to)	100	75
15		78
16		82
17		88
18		92
19		98
20		100



Figure 1

## Performance Test

Piece: \_\_\_\_\_

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Criteria	R	Level 1	Level 2	Level 3	Level 4
Pitch	needs more practice	performs few of pitches correctly	performs some of the pitches correctly	performs most of pitches correctly	performs all of the pitches correctly
Rhythm	needs more practice	demonstrates limited accuracy	demonstrates some accuracy	demonstrates considerable accuracy	demonstrates a high degree of accuracy
Sound Production/ Tone	needs more practice	performs with limited clarity	performs with some clarity	performs with considerable clarity	performs with a high degree of clarity
Dynamics	needs more practice	rarely demonstrates correct dynamics	sometimes demonstrates correct dynamics	usually demonstrates correct dynamics	always demonstrates correct dynamics
Tempo	needs more practice	demonstrates limited accuracy	demonstrates some consistency	demonstrates consistency	demonstrates a high degree of consistency
Articulation	needs more practice	demonstrates limited accuracy	demonstrates some accuracy	demonstrates considerable accuracy	demonstrates a high degree of accuracy
Musical Markings (eg. repeats)	needs more practice	performs few of the musical markings	performs some of the musical markings	performs most of the musical markings	performs all of the musical markings
Posture	needs more practice	demonstrates limited use of correct posture	demonstrates correct posture some of the time	demonstrates correct posture most of the time	demonstrates correct posture all of the time

Has exceeded expectations for performance (Level 4) Meeting the Provincial Standard (Level 3) More practice is required for greater success (Level 2) Needs to make an appointment for extra assistance (Level 1) Student was not prepared to demonstrate/extra assistance required 

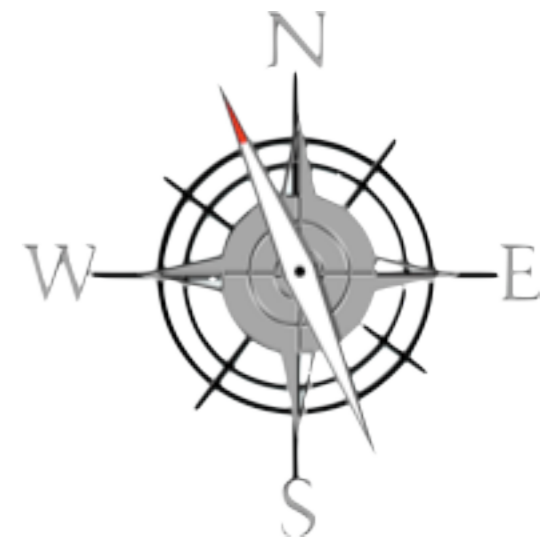
Comments: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

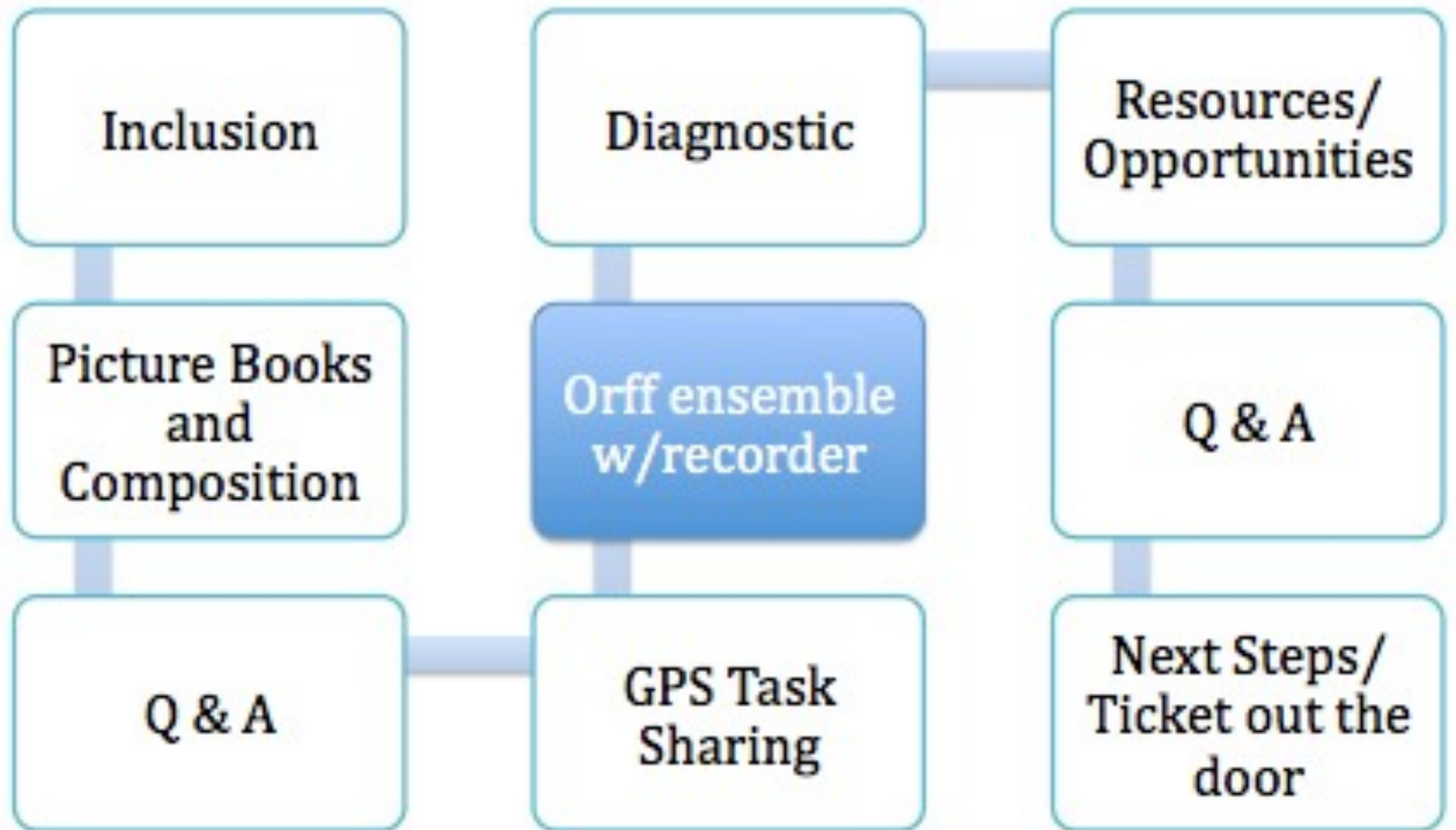
Criteria	R	Level 1	Level 2	Level 3	Level 4
Pitch	needs more practice	performs few of pitches correctly	performs some of the pitches correctly	performs most of pitches correctly	performs all of the pitches correctly
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Musical Markings (eg. repeats)	needs more practice	performs few of the musical markings	performs some of the musical markings	performs most of the musical markings	performs all of the musical markings
Posture	needs more practice	demonstrates limited use of correct posture	demonstrates correct posture some of the time	demonstrates correct posture most of the time	demonstrates correct posture all of the time

Choose a Vocal or  
Recorder task to teach  
to the group





**Lunch**



“Elemental music is never only music, but an integration of movement, language....one is involved not as a listener, but as a participant.” Carl Orff





<http://www.curriculum.org/arts/moving.shtml>

## LEARNING through the arts

[Dance](#) [Drama](#) [Media Arts](#) [Music](#) [Visual Arts](#) [By Division](#) [Home](#)

### MUSIC

View the videos below and don't forget to [download the viewer's guide](#) for more information and support.



#### Music Overview

[Watch now](#) | Length 2:30



#### Orff Instruments

Students play Orff instruments as background music for a story.

[Watch or download now](#) | Grade 1 Length 8:57



#### Pitch Through Patterning

Students develop an awareness of the musical element pitch.

[Watch or download now](#) | Grade 1–2 Length 13:35



#### Musical Interpretation of Poetry

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

[Watch or download now](#) | Grade 3 Length 13:24



#### Rhythmic Clapping

Students practise a variety of clapping activities.

[Watch or download now](#) | Grade 3 Length 12:04



#### Moving to the Beat

Students move to rhythm in poems and verses.

[Watch or download now](#) | Grade 4–5 Length 10:54

# Sound Before Symbol

- “Practice with reading and writing music always has more relevance to the child if the notation is embedded within real music rather than presented in isolated exercise”
- “A burning desire to write down the music one hears can be a tremendous motivator for children to become familiar with the process of writing notation”
- Montgomery, Amanda. Teaching Towards Musical Understanding: A Handbook for the Elementary Grades

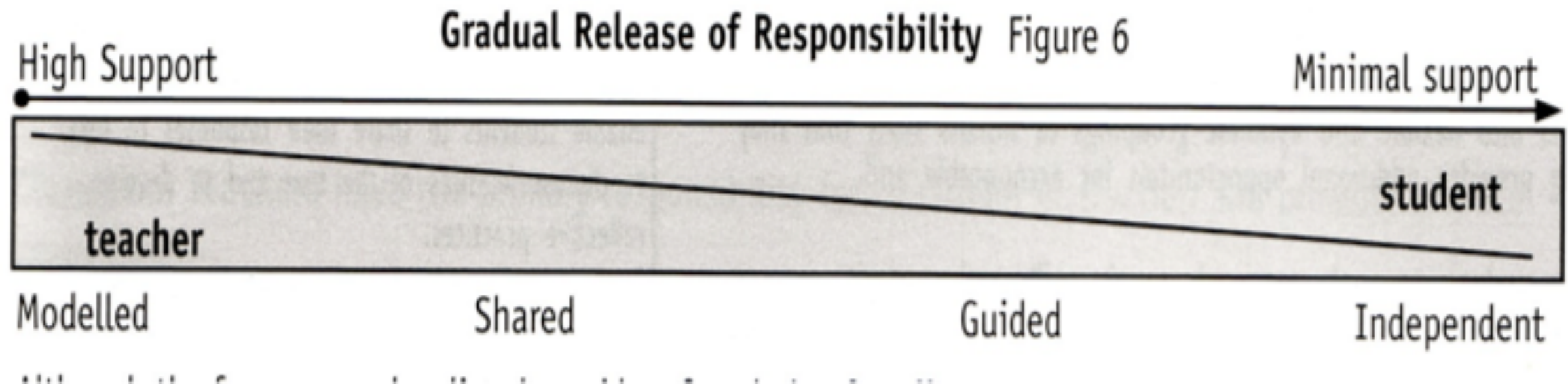
Step 1 – Aural, kinesthetic, and oral

Step 2 – Label

Step 3 – Reinforce

Step 4 – Create

Montgomery, Amanda. Teaching Towards Musical Understanding: A Handbook for the Elementary Grades



# BALAFON

(A Preliminary Piece)

Walt Hampton

M. 1



Musical notation for M. 1: Treble clef, common time signature. The melody consists of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. A first ending bracket is placed over the final two notes, C4 and D4.

M. 2



Musical notation for M. 2: Treble clef, common time signature. The melody consists of eighth notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4, B3, A3, G3, F3, E3, D3, C3. A first ending bracket is placed over the final two notes, C3 and D3.

B. M.



Musical notation for B. M.: Bass clef, common time signature. The bass line consists of quarter notes: G2, F2, E2, D2, C2, B1, A1, G1, F1, E1, D1, C1. A first ending bracket is placed over the final two notes, C1 and D1.

# FUNGA ALAFIA

WEST AFRICA  
ARRANGED BY DOUG GOODIN

VOICE

Fun - ga A - la - fia Ah - shay, ah - shay.

ALTO XYLOPHONE

ALTO GLOCKENSPIEL

BASS XYLOPHONE

CONTRABASS BASS

(CLICK Mallet)



Fun - ga A - la - fia, Ah - shay, ah - shay.

AX.

AG.

BX.

BB.

*J'entends le moulin - tique-tique-taque,  
J'entends le moulin - taque,  
I hear the windmill - tika-tika-taka,  
I hear the windmill - taka,*

Melody - Voice / SR / AG



Counter Melody - SR / SG



Part 1 - AX



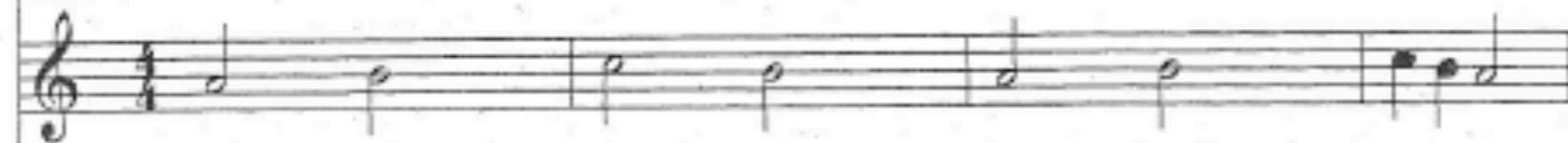
Part 2 - AX



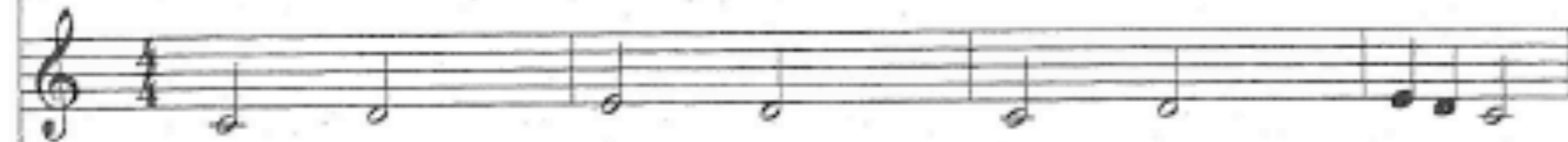
Part 3 - SX



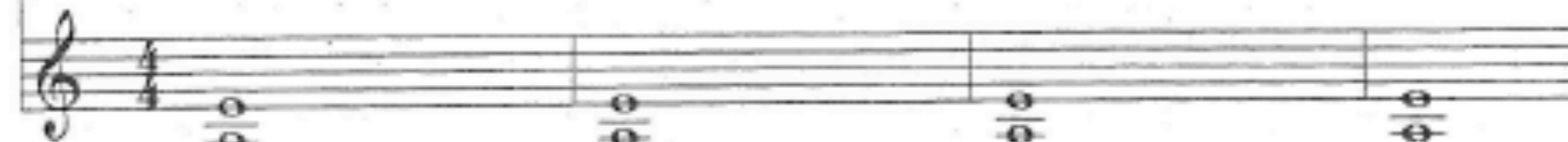
Part 4 - SM

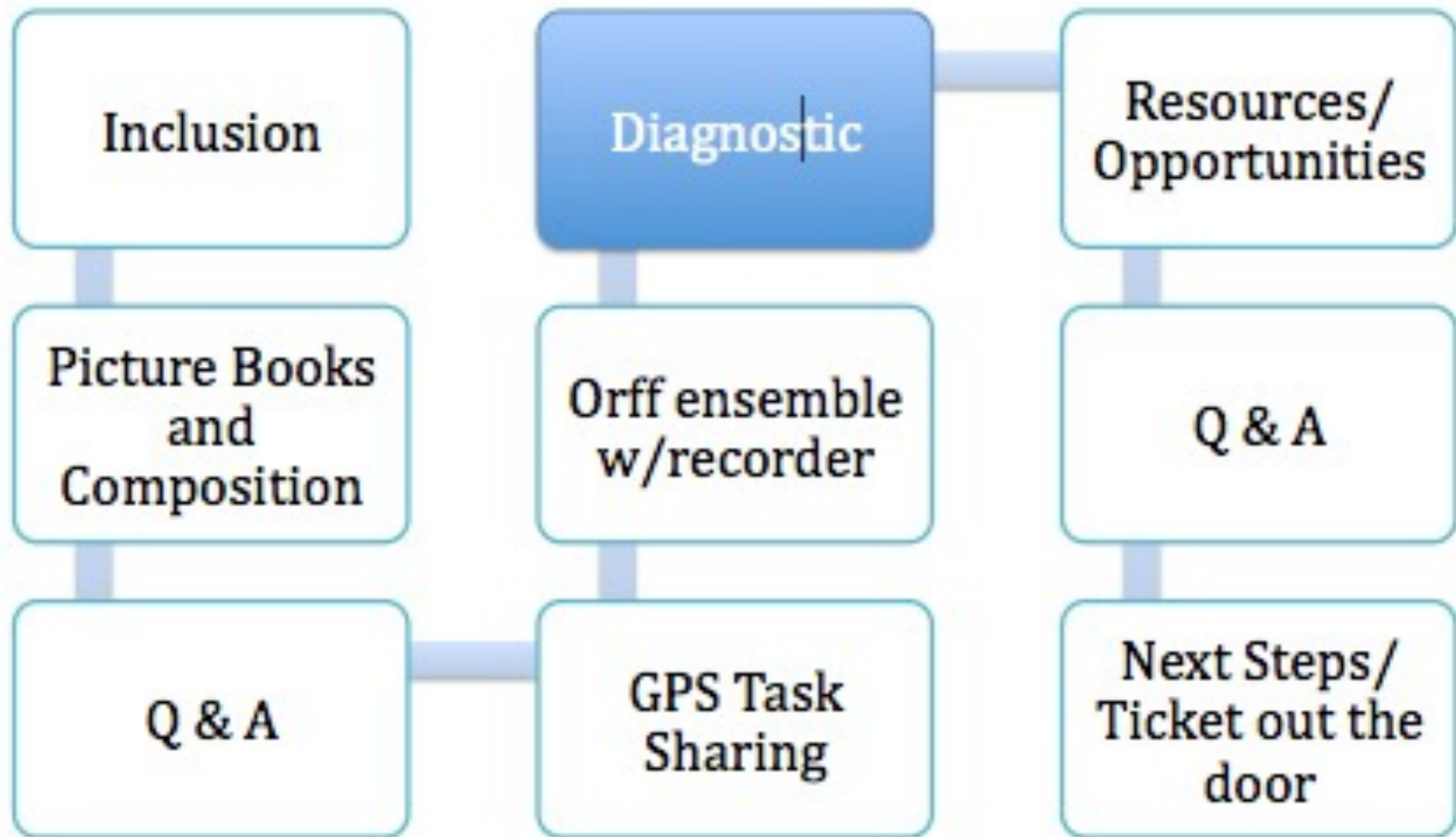


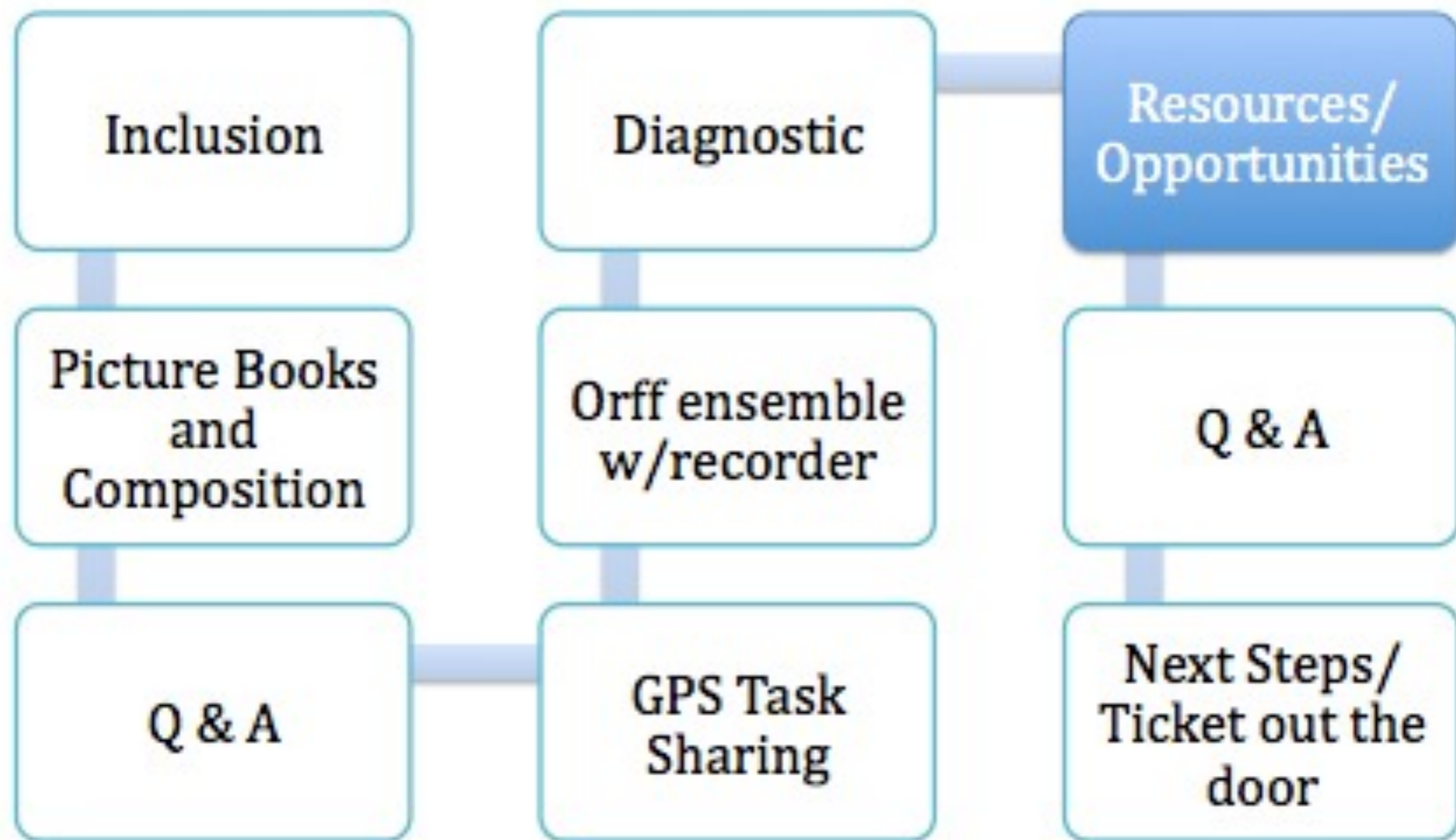
Part 5 - AM



Bordun - BM / BX







# Workshops/AQ's

Carl Orff Canada – Ontario Chapter (AQ's workshops)

Kodaly Society (AQ's and workshops)

Ontario Band Association (OBA) (workshops)

Ontario Vocal Festival (OVF) (workshops)

Ontario Music Educators' Association (OMEA) (regional workshops and annual conference)

OISE/UT Music AQ's – contact Timothy Sullivan, Music AQ Principal (Summer Part 1,2,3 Music, Instrumental etc.)

## Resources

Birkenshaw-Fleming Publishing

Connexions – Online learning modules and Music lessons

Noteflight Online Notation Software

Publications Ontario – you can order copies of the Arts Curriculum free of charge (shipping charges apply)

Thursday December 8th, 2011 @ [Cosmo Music](#) from 9 to 4 (arrive after 8:30 a.m.)

Thursday January 12th, 2012 @ [Cosmo Music](#) from 9 to 4 (arrive after 8:30 a.m.)

Time: TBA

Kevin Merkley, Curriculum Consultant

[YRDSB Email](#)

## Session 1 Slides 2011/12



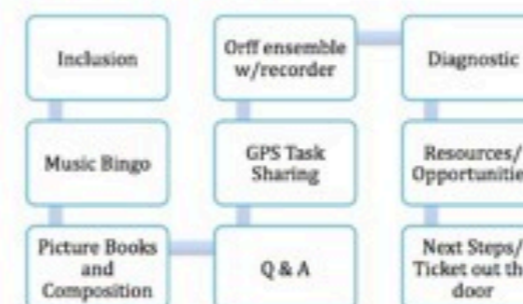
## Session 1 Take-Away Tasks

1. Each group (1 through 7) will decide upon 1 Vocal (1-8) and 1 Recorder Task (4-6) to teach to the whole group
2. Read ["Placing Music at the Centre of Literacy Instruction"](#)
3. Practise I Hear The Windmill – Pick 2-3 parts and be ready to play these on the 24th
4. Bring a picture book that you could add music to
5. Bring your recorder with you
6. Session 1 [Ticket-out-the-door](#)



I Hear The Windmill.pdf  
Size : 146.973 Kb  
Type : pdf

## Session 2 Overview 2011/12 (Jan 12th, 2012)



## Websites of note!

[Ontario Music Educators' Association \(OMEA\)](#)

[Arts Education Consultants of Ontario \(ARTSECO\) PLM](#)

[Coalition for Music in Canada \(CMEC\)](#)

[Canadian Music Educators' Association \(CMEA\)](#)

[Hastings and Prince Edward DSB Elementary Music](#)

[Hastings and Prince Edward DSB Secondary Arts](#)

**Ministry Arts Videos:** The Ministry of Education has produced 52 videos in the Arts showing the Revised Curriculum in action! These clips for Music will now be available at <http://www.curriculum.org/arts/music.shtml>

# York Region Opportunities

- Monthly *ArtSpark!* network meetings
- BWW
- Arts Portal
- Sharepoint
- Power of Literacy Through The Arts- January 27th

# York Region ArtSpark! Network

#	DATE	TIME	LOCATION	THEME
1	Tuesday, October 18, 2011	4:30 - 6:00 pm	Ashton Meadows PS 230 Calvert Road Markham, ON L6C 1T5	The Art of Science
2	Wednesday, November 9, 2011	4:30 - 6:00 pm	Fossil Hill PS 2 Firenza Road Woodbridge, ON L4H 2P5	<a href="#">I am Métis</a>
3	<b>Friday, January 27, 2012</b>	8:00 am to 3:00 pm	City Playhouse Theatre, Vaughan, ON	<b>POWER OF CRITICAL LITERACY THROUGH THE ARTS - KEYNOTE: Garfield Gini-Newman</b>
4	Tuesday, February 21, 2012	4:30 - 6:00 pm	CLL 300 Harry Walker Pkwy S Newmarket, ON L3Y 8E2	Financial Literacy
5	Wednesday, April 18, 2012	4:30 - 6:00 pm	TBD	TBD
8	Tuesday, May 22, 2012	4:30 - 6:00 pm	CLL 300 Harry Walker Pkwy S Newmarket, ON L3Y 8E2	TBD

Dates and other details subject to change.

Contact: [tanya.russell@yrdsb.edu.on.ca](mailto:tanya.russell@yrdsb.edu.on.ca)


 For EMTN workshops, news from Kevin, websites, board resources go to the Music Portal (<https://bww.yrdsb.ca/Music/default.aspx>)

**Contacts**
**Shared Documents**

Type	Name	Modified By
	<a href="#">Intermediate Rotations</a>	<a href="#">Orchanian, Jennifer</a>
	<a href="#">Rhythmic Notation Example</a>	<a href="#">Orchanian, Jennifer</a>
	<a href="#">Microsoft Word - Differentiated Rhythmic Notation Unit Overview</a>	<a href="#">Orchanian, Jennifer</a>
	<a href="#">Are You Feeling BLUE Redstone</a>	<a href="#">Orchanian, Jennifer</a>
	<a href="#">rouse</a>	<a href="#">Orchanian, Jennifer</a>
	<a href="#">last_post</a>	<a href="#">Orchanian, Jennifer</a>
	<a href="#">Angels We Have Heard</a>	<a href="#">Fraccaro, Doreen</a>
	<a href="#">Notational Values Game</a>	<a href="#">polsoni, andrea</a>
	<a href="#">Power of Literacy Through the Arts Conference 2010</a>	<a href="#">So, Justina</a>
	<a href="#">Lesson Plans Session January 13th 2010</a>	<a href="#">Merkley, Kevin</a>
	<a href="#">Arts Implementation December 2009</a>	<a href="#">Merkley, Kevin</a>
	<a href="#">Intermediate Band Teachers Network (IBTN)</a>	<a href="#">Merkley, Kevin</a>
	<a href="#">Literacy Through Music Phase VII</a>	<a href="#">Merkley, Kevin</a>
	<a href="#">Revised Music Curriculum Lesson Plans</a>	<a href="#">Merkley, Kevin</a>
	<a href="#">ArtSmart II April 2009 Handouts</a>	<a href="#">Merkley, Kevin</a>
	<a href="#">Recordings</a>	<a href="#">Merkley, Kevin</a>
	<a href="#">EMTN Network Meeting 0809</a>	<a href="#">Merkley, Kevin</a>
	<a href="#">ArtSmart 2008 Handouts</a>	<a href="#">Merkley, Kevin</a>
	<a href="#">String Olympic Program (SOPs)</a>	<a href="#">Merkley, Kevin</a>
	<a href="#">Music Olympic Program (MOP) - Recorder</a>	<a href="#">Merkley, Kevin</a>

[\(More Items...\)](#)

**Music Picture Books J/I**
**Music Discussion**

Subject	Posted By	Modified
<a href="#">Sterisol signs</a>	<a href="#">Wenzel, Chad</a>	11/15/2008 11:09 AM
<a href="#">Good Recordings of O Canada</a>	<a href="#">Merkley, Kevin</a>	4/29/2009 8:55 AM
<a href="#">Good recordings of O Canada</a>	<a href="#">Nicassio, Nadia</a>	1/28/2009 8:17 PM
<a href="#">BOP's for Percussion</a>	<a href="#">charters, lynnette</a>	4/22/2009 11:43 PM
<a href="#">Guitar instead of band instruments</a>	<a href="#">Woodger, Tim</a>	6/21/2009 7:39 AM
<a href="#">Sterisol signs</a>	<a href="#">Filion, Carolyn</a>	6/21/2009 10:16 PM
<a href="#">O Canada</a>	<a href="#">Hemphill, Ann</a>	7/6/2009 2:00 PM
<a href="#">Students who require an alternative to Bops</a>	<a href="#">Hemphill, Ann</a>	10/4/2009 12:10 PM
<a href="#">Students who want to switch instruments?</a>	<a href="#">Hemphill, Ann</a>	10/4/2009 12:37 PM
<a href="#">Teaching the Blues</a>	<a href="#">Orchanian, Jennifer</a>	10/5/2009 3:53 PM
<a href="#">Grade 2 1st Term Report</a>	<a href="#">Merkley, Kevin</a>	10/9/2009 11:10 PM

**Documents**
**Pictures**
**Lists**
[Contacts](#)
[Tasks](#)
[Music Picture Books](#)
[Music Picture Books P/J](#)
[Music Picture Books J/I](#)
[Music Picture Books J/I](#)
[Primary/Junior Choir](#)
[Repertoire](#)
[Band](#)
[Repertoire](#)
[Intermediate Choir](#)
[Repertoire](#)
[String](#)
[Repertoire](#)
[O Canada](#)
[Recordings](#)
[Discussions](#)
[Surveys](#)
[Music Software in your School](#)

# Board Wide Web Board Services

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February 5, 2010

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- Curriculum & Instructional Services
- The Arts
- Music**

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- Upload Document
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## Music



### News from Kevin

Date Posted:	Title
2/3/2010	<a href="#">Professional Library Resources for Teachers</a>
1/14/2010	<a href="#">YRDSB Staff Singers Invitation to New Members</a>
12/17/2009	<a href="#">Prologue Christmas Flyer</a>
10/27/2009	<a href="#">Prologue First Nations Flyer</a>
10/6/2009	<a href="#">Festival London 2010</a>
9/15/2009	<a href="#">Letter from Band Director</a>
9/15/2009	<a href="#">YRP Youth Band</a>
9/10/2009	<a href="#">The Hannaford Street Silver Band</a>
9/8/2009	<a href="#">RCM Orff Teacher Training 2009.2010</a>
6/10/2009	<a href="#">Resource: Think Literacy Cross Curricular Approaches Music Companion Grades 1-6</a>
5/14/2009	<a href="#">New Features of the Revised Arts Curriculum 1-8 (2009)</a>
5/4/2009	<a href="#">York Region Unites in Song 2009 - Recording</a>
12/13/2008	<a href="#">DI EMTN session audio files streamed!</a>
11/2/2008	<a href="#">MOE Revised Curriculum Music Resources</a>
2/6/2008	<a href="#">Smart Board Software/Music Ace/Band-in-a-box</a>

### EMTN Newsletters

- [November 23, 2009](#)
- [November 26, 2009](#)

### Inside Music

[Elementary Music Teacher Network](#)

I Am Raven - Integrated Arts Unit

[I am Raven Unit Demonstration Video](#)

[A Creative Culture: Engage their Hearts & Minds \(I am Raven Study Unit\)](#)

### Inside The Arts

[Arts Policies](#)

[The Power of Literacy through the Arts 2010](#)

[ArtSpark!](#)

[YRDSB/OAC Artist in Residence Project](#)

### Revised Arts Curriculum

[Revised Arts Curriculum Implementation - Elementary](#)

[Revised Arts Curriculum Implementation - Music](#)

[DRAFT Revised Curriculum in The Arts 1-8 Presentation](#)

[Revised Arts Curriculum, 9-12 Training \(Day One\)](#)

[Revised Arts Curriculum, 9-12 Training \(Day Two\)](#)

[DRAFT Revised Arts Curriculum - Grades 9 & 10](#)

The Arts

AIR

Artist Roster

• Dance

• Drama

• Music

• Visual Arts

Archive

The Arts



"The arts nourish the imagination and develop a sense of beauty, while providing unique ways for students to gain insights into the world around them. Through participation in the arts, students can develop their creativity, learn about their own identity, and develop self-awareness, self-confidence, and a sense of well-being."

Ontario Arts Curriculum Guide (page 3)



DRAMA

CODE  
(Drama and Dance Educators Association)

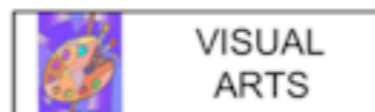


DANCE



MUSIC

OMEA  
(Music Educators Association)



VISUAL ARTS

OSEA  
(Visual Art Educators Association)

Upcoming Events



ArtSpark Flyer  
Session dates, workshop topics and locations.



Power of Literacy Through the Arts



Arts Camp 2011 Staff Applications

Learning Through the Arts



Arts Integration  
Click speaker to hear podcast. (2 min)



Learning Through The Arts Ministry Video Collection

Inside the Arts

- YRDSB/OAC Artist in Residence Project
- Artslink York Region
- Arts Policies

Ministry & Other Resources



Grades 1 to 8 Curriculum



Grades 9 & 10 Curriculum



Grades 11 & 12 Curriculum



Arts at The Heart



GAINS

Differentiated Instruction learning examples in the Arts.

Think Literacy Documents



Dance/Drama Gr. 7-10

Hotlinks

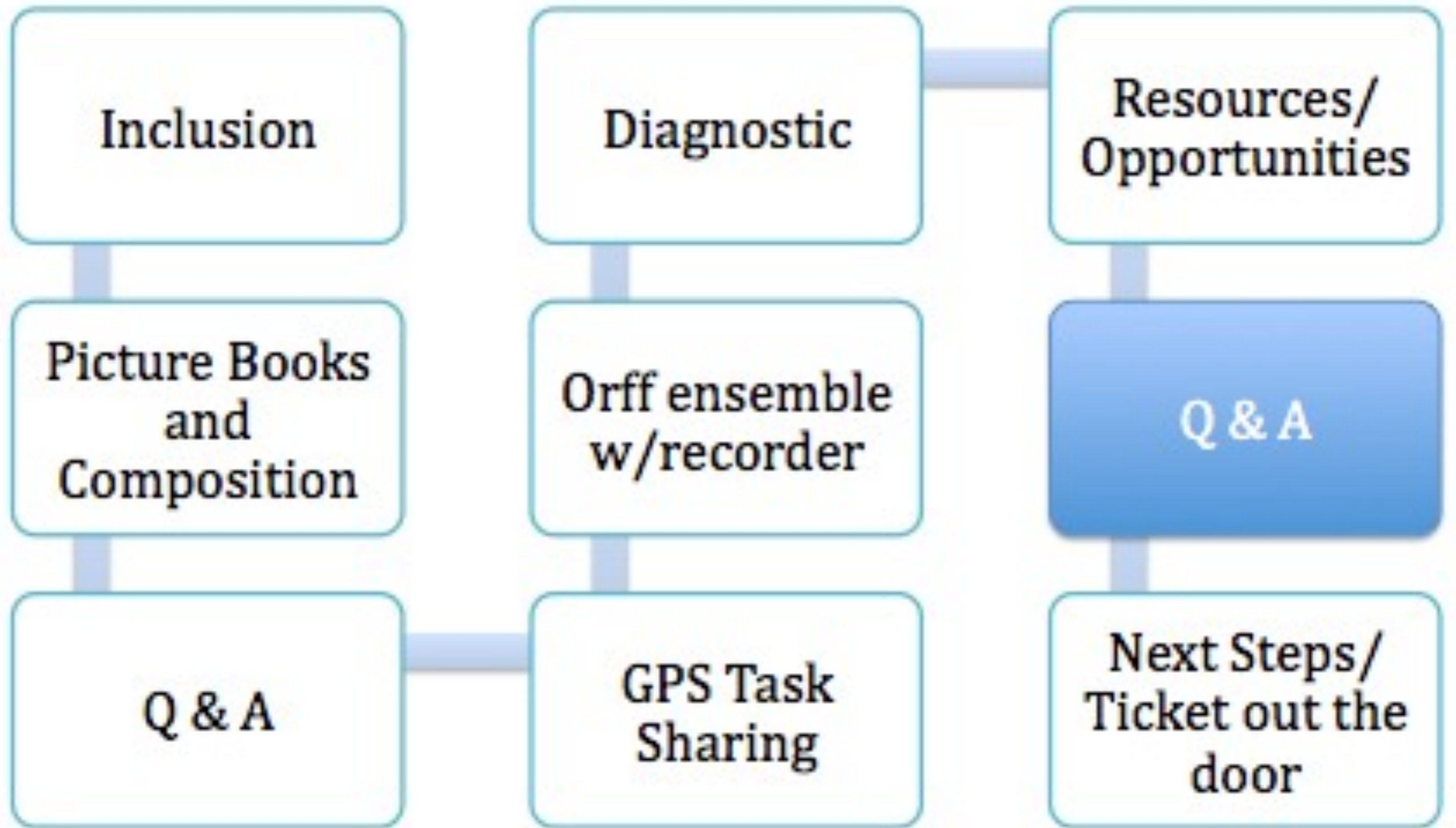
- Artseco Resource Link
- Edutopia
- Discovery Education
- Teacher Tube
- Learning Through the Arts
- Ontario Arts Council
- Ontario Ministry of Culture
- Arts Education Partnership

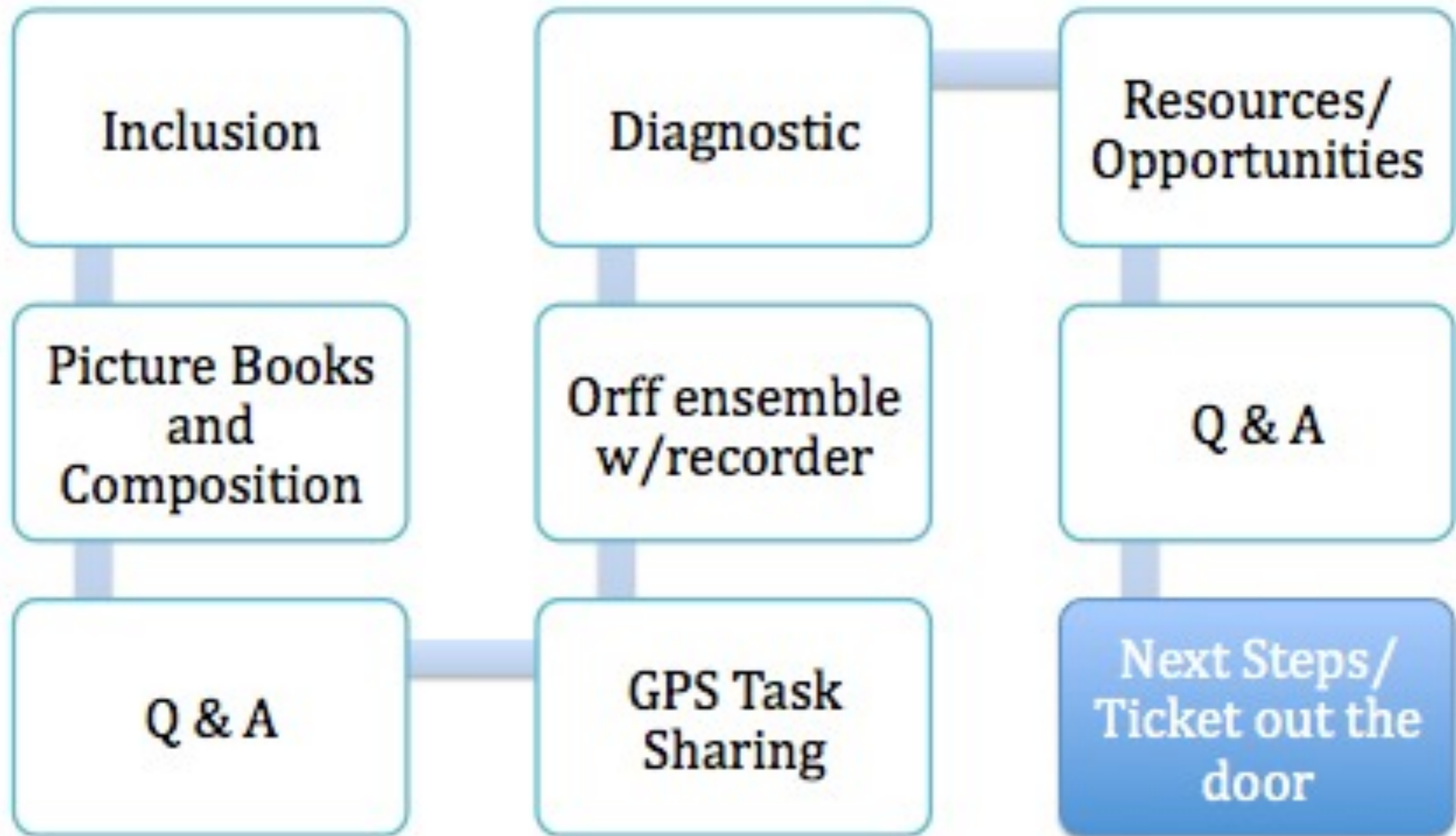


Mark your calendar..Friday January 27th, 2012

# Provincial Opportunities

- ARTSECO Professional Learning Module (PLM)
- OMEA's Think Literacy Music 1-6
- CODE's Arts At The Heart
- OMEA's Creative Process Poster
- Subject Association Lessons/Course Profiles
- 57 Arts webcasts ([curriculum.org](http://curriculum.org))








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In case of loss, claim must be made before leaving.

Not responsible for contents of garments or articles left overnight.

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**605**

**CLAIM CHECK**

In case of loss, claim must be made before leaving.

Not responsible for contents of garments or articles left overnight.

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