



Kaleidoscope in the Schools

Curriculum Overview

Prepared by: Marjie Chud, Arthur Burrows,
Djennie Laguerre, Erica May, 2019
In consultation with the Aurora Cultural Centre

Kindergarten Curriculum

- participate actively in a variety of activities that require the application of movement concepts;
- express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities;
- communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts;
- use the processes and skills of an inquiry;
- use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts;
- demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in the arts;
- demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts.

Grades 1-4

The Arts

Dance

- apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts;
- use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes;
- use varied and/or contrasting body shapes to communicate different types of messages.

Drama

- apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places;
- demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played;
- plan and shape dramatic play by building on the ideas of others, both in and out of role;
- demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to communicate meaning;
- demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts;
- plan and shape the direction of a dramatic play or role play, building on their own and others' ideas both in and out of role, with support.



Kaleidoscope in the Schools

Curriculum Overview

Music

- be introduced to the elements of music and related musical concepts that are appropriate;
- develop understanding of these concepts through participation in various musical experiences;
- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts;
- describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create;
- express initial reactions and personal responses to musical performances in a variety of ways;
- identify and describe musical experiences in their own lives.

Visual Arts

- apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts;
- use elements of design in art works to communicate ideas, messages, and personal understanding

Language - Oral Communication, Writing

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations;
- demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions;
- communicate ideas and information orally in a clear, coherent manner;
- generate, gather, and organize ideas to write for an intended purpose and audience;
- identify purposes for listening in a few different situations, formal and informal;
- generate, gather, and organize ideas and information to write for an intended purpose and audience.

Mathematics - Patterning and Algebra

- creating and extending repeating patterns involving one attribute.

Social Studies - Heritage and Identity

- compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/ celebrations;
- use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong;
- describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups;
- identify and describe different types of families;
- identify some different groups in their community and describe some of the ways in which they contribute to the diversity in Canada;
- identify countries of personal or familial significances and locate them on a globe and/or print, digital or interactive map;
- describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada.