UNIT PLANNING TEMPLATE - Terri, Julie and Trang

|  | **Unit Topic / Guiding Question:**  **Integrated Unit - “Drum From the Heart”**  **Guiding Question - How do drums connect people across different cultures and what can we learn from these connections?** | | | | | | |
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|  | **Rationale:**  This unit is designed to incorporate social studies, music, language arts, and physical education, so students gain a comprehensive understanding of the cultural significance of drumming to the Indigenous peoples and its impact on various aspects of life. | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| English Language Arts 3  * Stories and other texts help us learn about ourselves, our families, and our communities.   Social Studies 3   * Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.   Music 3   * Dance, drama, music, and visual arts are each unique languages for creating and communicating.   Physical education 3   * Movement skills and strategies help us learn how to participate in different types of physical activity. | | | English Language Arts  “What can we learn about a community or culture through its traditions and symbols?”  Social Studies  “How can learning about the traditions of other cultures, like drumming, help us appreciate our own and others' cultural identities?”  Music  “What elements of music, such as rhythm and tempo, are important in drumming, and how do they influence the overall sound and experience?”  Physical Education  “In what ways can group physical activities, such as drumming workouts, build teamwork and a sense of community?” | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating   **Communicating**  Profile 3: I communicate purposefully, using forms and strategies I have practiced.  Students can participate in conversations about drumming, listen and respond to others. Students can communicate clearly about topics, using forms and strategies they have practiced.  **Collaborating**  Profile 3: I contribute during group activities with peers and share roles and responsibilities to achieve goals.  Students can take on different roles and tasks in the group and work respectfully and safely in our shared space. Students can express their ideas and help others feel comfortable to share theirs so that all voices are included. | * Creative Thinking * Critical & Reflective Thinking   **Creative Thinking**  Profile 3: I can get new ideas in areas in which I have an interest and build my skills to make them work.  Students can create new ideas and deliberately learn a lot about something by doing research, talking to others, or practicing.  **Critical Thinking and Reflective Thinking**  Profile 3: I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.  Students can ask open-ended questions, explore, and gather information, experience, and imagination to draw conclusions and make judgments. Students can describe their thinking and establish goals individually and with others. They can give and receive constructive feedback. | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility   **Personal Awareness & Responsibility**  Profile 3: I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions.  By choosing to engage in drumming, students can have a fulfilling way to meet their need for creative expression and emotional release, increasing overall feelings of well-being. Moreover, drumming requires focus, discipline, and the ability to adapt to different rhythms, reflecting the personal responsibility students can take in honing their skills and committing to practice.  **Positive Personal and Cultural Identity**  Profile 4: I have pride in who I am. I understand that I am a part of larger communities.  Students can describe and demonstrate pride in their positive characteristics and skills. They are able to represent aspects of their cultural contexts through words and activities, and describe some ways that they participate in, or feel connected to, a community.  **Social Awareness and Responsibility**  Profile 3: I can interact with others and the environment respectfully and thoughtfully.  Students can build and sustain relationships and share their feelings about drumming or their own cultural traditions. They can demonstrate respectful and inclusive behaviour with people around them or people with different perspectives. | |
|  | **Learning Standards – Curricular Competencies:**  **English Language Arts**   * Show awareness of how [story in First Peoples cultures](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core#) connects people to family and community * Use developmentally appropriate [reading, listening, and viewing strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core#) to make meaning   **Social studies**   * [Explain why people, events, or places are significant to various individuals and groups](https://curriculum.gov.bc.ca/curriculum/social-studies/3/core#) (significance)   **Music**   * Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and [purposeful play](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#)   **Physical Education**   * Participate daily in physical activity at moderate to vigorous intensity levels | | | | | |
|  | **KNOW** | **Learning Standards - Content:**  **English Language Arts**   * Sentence structure, legible handwriting, conventions.   **Social Studies**   * Cultural characteristics of life of local first nations- significance of drumming and culture   **Music**   * Mu[sic](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;): beat/pulse, [duration](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;), [rhythm (music)](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;), [tempo](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;), [pitch](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;) , [timbre](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;), [dynamics (music)](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;), [form](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;) [texture](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;)   **Physical Education**   * Different types of physical activities, including [individual and dual activities](https://curriculum.gov.bc.ca/curriculum/physical-health-education/3/core#;), [rhythmic activities](https://curriculum.gov.bc.ca/curriculum/physical-health-education/3/core#;), and [games](https://curriculum.gov.bc.ca/curriculum/physical-health-education/3/core#;) | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * *Learning requires exploration of one’s identity.* * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**   * Students will understand the importance of family and community in their learning journey in a classroom that supports the well being of all students. * Students will engage in activities related to drumming that support experiential learning. * Students will demonstrate responsibility and accountability in their learning. * Students will recognize the value of intergenerational knowledge and learning. * Students will identify and respect the contributions of indigenous knowledge and traditions through the practice of drumming to their community. * Students will understand the significance of indigenous stories in preserving and transmitting cultural knowledge * Students will understand the value of patience and time in their learning journey. * Students will understand and share their personal and cultural identities. * Students will understand the concept of sacred knowledge and its significance in indigenous cultures. |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | English Language Arts   * Participation in word maps * Participation in discussion   Social Studies   * Participation in demonstration from drumming visitor group * Completion of sentence expansion activity in journal: “The drum is important because….”   Music   * Observing the group drumming patterns for creativity and rhythm * Participation in the game “repeat after me” * Teacher observations   Physical Education   * Participation in the “Pound fit” workout class * Teacher observation of skills | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | English Language Arts   * Students will write sentences in journals reflecting their understanding about the book or sharing a similar experience. * Vocabulary application   Social studies   * Sharing circle by tossing a debrief ball. Teacher will prepare debriefing questions.   Music   * Group presentation of rhythm patterns * Performance   Physical Education   * Students ability to perform the “pound fit” drumming workout, focusing on rhythm, coordination, and effort | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| Lesson 1 | English Language Arts | | | * Read aloud - “Drum From the Heart” * Vocabulary word map * Journal entry - sentences using vocabulary word map | | | |
| Lesson 2 | Social Studies | | | * Have a guest come into class and talk about the significance of drumming in indigenous culture * How drumming is significant to oral history and the passing of culture/ language and traditions | | | |
| Lesson 3 | Music | | | * Introduce the concept of rhythm and tempo * Play “repeat after me” * Split students into groups to create their own rhythm * Students present their group rhythm | | | |
| Lesson 4 | Physical Education | | | * Introduce the concept of “pound fit”, a drumming fitness class * Have an instructor or videos to demonstrate * Students participate in a “pound fit “ workout class with an instructor or youtube videos * Have instructor emphasize rhythm, coordination, and physical fitness | | | |
| Extensions | English Language Arts  Social studies  Music  Physical Education | | | * A creative writing assignment where students have to apply the new words. * Students could research and present on how drumming is used in celebrations in local communities. * Have students explore and learn about different percussion instruments * Students could carry out a community performance of a pound fit class for school | | | |
|  |  | | | **( insert more rows as needed)** | | | |
|  | **Resources needed:** | | | | | | |
|  | * Book - “Drum from the Heart” by Ren Louie. * Journals or paper * Pencils * Chart paper, whiteboard, or chalkboard * Word map template * A special guest for cultural drumming instruction (for ex. kermode drum group) * A “pound fit” link for video <https://youtu.be/fgU-3zv1GiA?si=SCGs16taGjAsQhZz> * or pound fit instructor * Gym booked for fitness class * Drumsticks for pound class * Noise-canceling headphones or earplugs * debrief ball * music links for introducing the concept of rhythm and tempo | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | By integrating ELA, Social Studies, Music, and Physical Education with the book “Drum from the Heart”, students will gain a broader understanding of cultural diversity, historical context, and social significance of drumming, develop empathy and respect for Indigenous culture and traditions, as well as practice skills in literacy, music expression, and physical coordination.   * English Language Arts   The lesson will introduce new vocabulary from the book, create word maps with these words and use them in sentences. Students can write their own stories or journal entries inspired by the book.   * Social Studies   This lesson will allow students to explore Indigenous cultures through discussing the significance of drumming in Indigenous cultures. A guest speaker (an Indigenous drummer or storyteller) will be invited to talk about the cultural importance of drumming and share stories or music.   * Music   The lesson will allow students to learn rhythm, beat, and tempo using the drumming themes from the book. They can practice clapping, tapping, and playing simple rhythms.   * Physical Education   By participating in a “pound fit “ workout class with an instructor or youtube videos, students will learn movement sequences that reflect the rhythms and themes of the book. | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |