

**Application Form for Grades K – 9
Projects, presentations, materials and resources in Yukon Schools**

Application for: Projects, Presentations _____ Resources, Materials <u> X </u>				
Agency/Department: Old Log Church Museum				
Date of Submission: February 20, 2018				
Contact Name: Kaitlin Normandin				
Phone Number: 867-668-2555				
Email: logchurch@klondiker.com				
Request initiated by: Old Log Church Museum				
Title of project, presentation, resource or material: <u>Musical Instruments During the Gold Rush</u>				
Grade	<u>Subject</u>	Big Ideas	Curricular Competencies	Content
K-Gr 1	Arts Education	- Engagement in the arts creates opportunities for inquiry through purposeful play. - Dance, drama, music, and visual arts express meaning in unique ways.	- Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts creative processes - Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques - Reflect on creative processes and make connections to other experiences - Describe and respond to works of art	- Music: beat/pulse, rhythm, tempo, pitch, dynamics, form - Processes, materials, movements, technologies, tools and techniques to support arts activities - Notation to represent sounds, ideas and movement traditional and contemporary - A variety of local works of art and artistic traditions from diverse cultures and communities - Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Gr 2	Arts Education	- Dance, drama, music, and visual arts are each	- Explore elements, processes, materials, movements, technologies, tools, and	- Music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture - Processes, materials,

Date Created: December 10, 2013

Date reviewed: January 17, 2017

Attached forms: Application Forms: Projects, presentations, materials and resources in Yukon Schools for Grades K-9 and Grades 10 -12

		<p>unique languages for creating and communicating</p> <ul style="list-style-type: none"> - People connect to the hearts and minds of others in a variety of places and times through the arts. 	<p>techniques of the arts.</p> <ul style="list-style-type: none"> - Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques - Reflect on creative processes and make connections to other experiences - Describe and respond to works of art 	<p>technologies, tools, and techniques to support arts activities</p> <ul style="list-style-type: none"> - Notation to represent sounds, ideas, and movement - A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places - Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Gr 3-4	Arts Education	<ul style="list-style-type: none"> - The mind and body work together when creating works of art. - Dance, drama, music, and visual arts are each unique languages for creating and communicating - Exploring works of art exposes us to diverse values, knowledge, and perspectives. 	<ul style="list-style-type: none"> - Explore identity, place, culture, and belonging through arts experiences - Explore relationships among cultures, communities, and the arts - Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques - Reflect on creative processes and make connections to personal experiences - Describe and respond to visual and performing art pieces and provide constructive feedback 	<ul style="list-style-type: none"> - Music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture - Processes, materials, technologies, tools, and techniques to support arts activities - Notation - A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places - Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Gr 5-6	Arts Education	<ul style="list-style-type: none"> - Dance, drama, music and visual arts are each unique languages for creating and 	<ul style="list-style-type: none"> - Explore connections to identity, place, culture, and belonging through creative expression. - Explore a range of cultures, and the relationships among 	<ul style="list-style-type: none"> - Music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture - Processes, materials, technologies, tools and techniques to support

Date Created: December 10, 2013

Date reviewed: January 17, 2017

Attached forms: Application Forms: Projects, presentations, materials and resources in Yukon Schools for Grades K-9 and Grades 10 -12

		<p>communicating</p> <ul style="list-style-type: none"> - Works of art influence and are influenced by the world around us. - Artistic expressions differ across time and place. 	<p>cultures, societies, and the arts.</p> <ul style="list-style-type: none"> - Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate. - Reflect on creative processes as an individual and as a group, and make connections to other experiences. - Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts. - Describe and respond to works of art and explore artists' intent. 	<p>creative works</p> <ul style="list-style-type: none"> - Notation in music and dance to represent sounds, ideas, movement, elements, and actions - A variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places - Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
7-8	Arts Education	<ul style="list-style-type: none"> - Individual and collective expression can be achieved through the arts. - Dance, drama, music, and visual arts are each unique languages for creating and communicating 	<ul style="list-style-type: none"> - Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences. - Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts. - Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, 	<ul style="list-style-type: none"> - Music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation - Processes, materials, movements, technologies, tools, strategies, and techniques to support creative works - Notation in music, dance and drama to represent sounds, ideas, movement, elements, and actions. - a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places - Personal and collective

Date Created: December 10, 2013

Date reviewed: January 17, 2017

Attached forms: Application Forms: Projects, presentations, materials and resources in Yukon Schools for Grades K-9 and Grades 10 -12

			techniques, and environments to create and communicate ideas. - Interpret works of art using knowledge and skills from various areas of learning. - Describe, interpret and respond to works of art.	responsibility associated with creating, experiencing, or presenting in a safe learning environment
How will this presentation, project, resource or material enhance Yukon schools? Students will explore musical instruments dating back to the Yukon Gold Rush.				
Please list and attach any professional review of this work.				
Any additional information that you would like to supply should be provided on separate pages. See Curriculum Links at bottom and attached PDF of Lesson Plan.				
Forward application to the Project Approval Committee: curriculum@gov.yk.ca				
Department Resource Committee Review Date: _____				
Approved: Yes _____ No _____ Reasons if application is declined:				
Approved for:				
Restrictions, if any:				

Date Created: December 10, 2013
 Date reviewed: January 17, 2017