

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

| Application for: Projects, Presentations _____ Resources, Materials <u> X </u> | | | | |
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| Agency/Department: Old Log Church Museum | | | | |
| Date of Submission: February 20, 2018 | | | | |
| Contact Name: Kaitlin Normandin | | | | |
| Phone Number: 867-668-2555 | | | | |
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| 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

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| | | <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 |

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| | | <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 |

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| | | | 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: | | | | |

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