



Recommended P3 / Grade 3 Curriculum Framework

Topic: Native American Music, Dance and Drama (Weeks 8-10)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p><b>AH-E-1.2.31</b> –Identify similarities and differences in musical elements used in the music of Native Americans, West Africans and American Folk music</p> <p>(see below)</p>	<p><b>POS-AH-P-M-7</b> Students listen to music of diverse cultures, periods, and styles</p> <p><b>POS-AH-P-M-8</b> Students experience music of diverse cultures, periods and styles</p> <p><b>POS-AH- P-M-9</b> Students use simple music terminology when describing music of diverse cultures, purposes and styles</p> <p><b>POS –AH-P-M-10</b> Students develop an awareness that specific styles of music define time periods and respective cultures</p> <p><b>POS-AH-P-M-11</b> Students identify music from diverse cultures, periods and styles</p> <p><b>AE-2.24</b> Students appreciate creativity and the values of the arts and the humanities</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of art forms in music</li> <li>• Describe reaction to musical works and dance performances using basic</li> </ul>					

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<p><b>AH-E-2.2.31</b> – Explain how dance has been a part of cultures and time periods throughout history</p> <p><b>AH-E-2.2.32</b> – Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet)</p> <p><b>AH-E-2.2.33</b> – Describe, using appropriate terminology, differences and commonalities in dances of different cultures (African, Native American, Colonial America) purposes and styles</p>	<p>vocabulary</p> <ul style="list-style-type: none"> <li>Respond to the expressive qualities of music and dance</li> </ul> <p><b>AE-2.26</b> Students recognize differences and commonalities in the human experience through their productions, performances or interpretations</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>Express openness to differences and commonalities among diverse cultures</li> </ul> <p><b>POS-AH-4-Da-11</b> Students will experience dances of diverse cultures, purposes and styles</p> <p><b>POS-AH-4-Da-12</b> Students will develop an awareness of different cultures, purposes and styles</p> <p><b>POS-AH-4-Da-13</b> Students will associate dances with specific cultures, purposes and styles</p> <p>(See below)</p>					

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<p>(See below)</p> <p><b>AH-E-3.2.31</b> – Discuss the effects of time and place on dramatic works</p> <p><b>AH-E-3.2.32</b> – Discuss specific cultures (Native American, West African), periods (Colonial American) and styles (folk tales, myths and legends) within dramatic works</p>	<p><b>POS-AH-P-Dr-5</b> Students experience dramatic works from different cultures, periods and styles</p> <p><b>POS-AH-P-Dr-6</b> Students develop an awareness that different cultures periods and styles influence dramatic productions</p>					