

Teacher Name: *Meghan McLellan*
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Subject: *Visual Arts/Dance*
Grade Level: *Grade 2*

Course Description:

Students will express their creative and artistic abilities and are encouraged to create, interpret and appreciate works of art. Visual arts activities will often be connected to themes and holidays. Dance will be incorporated into movement breaks and physical education classes.

Course Content:

Term 1: August 30 th – November 4 th		20 % of year
Content	Timeline (Dates)	Evaluation Methods
Experimenting with various textures, tools, and materials (brushes, sponges, crayons, markers, oil pastels, types of paper, etc) Colours and colour mixing Appreciating and recreating styles from famous artists and illustrations from children’s books Dance – types of movement, following steps and beats, concepts of space	September - November	Create individual works (70%) <ul style="list-style-type: none"> • Create visual arts projects connected to themes/holidays • Participation/effort Appreciation (30%) <ul style="list-style-type: none"> • Artists and illustrators • Other students Rubrics and Checklists Dance – participation/effort (50%) Skills (50%)*see rubric
Term 2: November 4 th – February 23 rd		20 % of year
Content	Timeline (Dates)	Evaluation Methods
Experimenting with various textures, tools, and materials (brushes, sponges, crayons, markers, oil pastels, types of paper, etc) Woodworking* (*if available with our outdoor ed consultant)	November - February	Create individual works (70%) <ul style="list-style-type: none"> • Create visual arts projects connected to themes/holidays • Participation/effort Appreciation (30%) <ul style="list-style-type: none"> • Artists and illustrators • Other students

<p>Appreciating and recreating styles from famous artists and illustrations from children’s books</p> <p>Dance – types of movements, following steps and beats, creating and interpreting dances</p>		<p>Rubrics and Checklists</p> <p>Dance – participation/effort (50%)</p> <p>Skills (50%)*see rubric</p>
Term 3: February 24th – June 22nd		
		60 % of year
Content	Timeline (Dates)	Evaluation Methods
<p>Experimenting with various textures, tools, and materials (brushes, sponges, crayons, markers, oil pastels, types of paper, etc</p> <p>Lines and Shapes</p> <p>Appreciating and recreating styles from famous artists and illustrations from children’s books</p> <p>Dance – types of movements, following steps, beats and choreography; creating, interpreting, and appreciating dances</p>	<p>February - June</p>	<p>Create individual works (70%)</p> <ul style="list-style-type: none"> • Create visual arts projects connected to themes/holidays • Participation/effort <p>Appreciation (30%)</p> <ul style="list-style-type: none"> • Artists and illustrators • Other students <p>Rubrics and Checklists</p> <p>Dance – participation/effort (50%)</p> <p>Skills (50%)*see rubric</p>
RESOURCES USED:		
<p align="center"><i>National Ballet of Canada, GoNoodle, ArtHub for Kids</i></p>		

Course content & timelines may be adjusted as the year progresses to meet the needs of the students

Communication:

Students will be provided with a minimum of 4 communications throughout the school year.

- October 15th – Progress report
- November 20th – 1st term report card
- March 15th – 2nd term report card
- July 10th – Final report card

General Information

General rubric which may alter based on specific dance skills/criteria

BODY	Applied actions and movements effectively with a variety of parts of the body.	Applied actions and movements with a variety of parts of the body.	Applied actions and movements with some of the parts of the body.	Applied actions and movements with a few of the parts of the body.
SPACE	Included traveling around space; effectively used the most of the space.	Included traveling around in some space; used some space given.	Very little traveling around space; space not used effectively.	No traveling in space. Very little movement within space.
RELATIONSHIP	Demonstrated excellent relationship with peers and music.	Demonstrated good relationship with peers and music.	Demonstrated some relationship with peers and music.	Demonstrated little relationship with peers and music.
ENERGY	Excellent level of enthusiasm and energy while teaching dance to group.	Good level of enthusiasm and energy while teaching dance to group.	Some level of enthusiasm and energy while teaching dance to group.	Poor level of enthusiasm or energy while teaching dance to group.
TIME	Consistently matches the beat and timing of the music!	Usually matches the beat and timing of the music.	Somewhat matches the beat and timing of the music.	Poorly matches the beat and timing of the music.