

Music and Art can be integrated into other subject areas; due to the time requirements outlined, this practice is recommended. There are many opportunities to enhance language arts, math, social studies, cultural inclusion and science themes through the use of the fine arts. Some teachers opt to teaching music and art as separate programs (recorders, choir, regular art classes); this practice is acceptable as well.

Music

Numerous music resources are available:

- David Gon CD
- Jack Hartman CD and lyrics (copies distributed to school)
 - o I've Got Music in Me Vol. 1
 - o I've Got Music in Me Vol. 2
 - o Shake, Rattle n'Read
 - o Colors All Around
 - o Etc.
- Music play resources– Denise Gagne, Themes and Variations

Piggyback Songs

Piggyback songs provide a way to generate content-rich text for emergent readers and writers. Make up songs using a familiar tune like "Itsy, Bitsy Spider," "Jingle Bells," or "Row, Row, Row Your Boat" to create texts that your students can use to learn about content while they become better readers and writers. When you write your own song, you can make sure it says just what you want for a specific activity, lesson or unit. Piggyback songs also work well for classroom rules. But if you feel like you can't write your own, try some of these:

<http://www.umkc.edu/imc/songs.htm>

<http://www.mrsjones.org/songs/alphlist.html#alph>

>> Some great links!

At this age, students are receptive to the integration of music linked to themes. The study of lyrics as poetry is recommended.

Examples:

<p><i>Time to Migrate</i> Tune: "London Bridge"</p> <p>Geese are honking, "Let's fly south. Let's fly south. Honk, honk, honk." Geese are honking, "Let's fly south." Time to migrate!</p> <p>Ducks are quacking, "Let's fly south. Let's fly south. Honk, honk, honk." Ducks are quacking, "Let's fly south." Time to migrate!</p> <p>Robins are chirping, "Let's fly south. Let's fly south. Honk, honk, honk." Robins are chirping, "Let's fly south." Time to migrate!</p> <p>--Lucia Kemp Henry</p>	<p><u>Hurray for Aa!</u> A Song About The Long Aa Sound Tune: The Farmer in the Dell written by Mrs. Jones</p> <p>Let's sing hurray for Aa. Let's sing hurray for Aa. Let's sing hurray for Aa today. Let's sing hurray for Aa.</p> <p>Alien starts with Aa. Alien starts with Aa. Let's sing hurray for Aa today. Alien starts with Aa.</p> <p>Angel starts with Aa. Angel starts with Aa. Let's sing hurray for Aa today. Angel starts with Aa.</p> <p>Ape begins with Aa. Ape begins with Aa. Let's sing hurray for Aa today. Ape begins with Aa.</p> <p>Let's sing hurray for Aa. Let's sing hurray for Aa. Let's sing hurray for Aa today. Let's sing hurray for Aa.</p>																																																								
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Art

Art is allotted 60 hours per school year (allotment also includes Music, Art and Drama).

Teachers are very creative in finding ways to incorporate the arts into their program. Some teachers have a designed time slot in their weekly schedule for art as a subject of study or art as discipline. Other teachers integrate art into other subject areas during relevant topics (*e.g. creating book jackets in ELA classes, drawing diagrams in Science, making posters/displays for social studies, using geometry to create colourful art pieces*). Either approach to teaching art is acceptable. Students should have lots of opportunity to develop their artistic skills.

The NWT has approved the use of the Saskatchewan Art Education curriculum:
http://www.sasked.gov.sk.ca/docs/artsed/g1arts_ed/index04.html

Aim

The Arts Education program has one major aim: to enable students to understand and value arts expressions throughout life.

Goals

The aim of the program can be achieved through meeting the following goals. By participating in the Arts Education program, students will:

- respect the uniqueness and creativity of themselves and others
- increase their ability to express themselves through languages other than spoken or written language
- understand the contributions of the arts and artists to societies and cultures, past and present
- gain a lasting appreciation of art forms experienced as participant and as audience
- recognize the many connections between the arts and daily life. The foundational objectives for each of the four strands (dance, drama, music and visual art) are aimed at meeting these goals so that all students can benefit from what the arts have to offer.

Philosophy

The Arts Education curriculum has been developed for all students in the province. For this reason, the program is broad in scope and includes a diverse range of arts experiences. "Arts" includes fine arts, popular arts, traditional arts, craft, commercial arts and functional arts, with the understanding that there is much overlap among these categories.

At various times in the history of Arts Education, different reasons have been given justifying the arts as having a place in the classroom. The resulting programs have ranged from the purely creative (letting the child's creativity "unfold" without interference from the teacher) to the purely historical (prescribing a body of content based on perceived history) to the purely academic (focusing the program on the formal elements of the particular arts area—art for art's sake).

The Saskatchewan Arts Education curriculum includes the benefits of these three approaches, but switches in focus to the aesthetic benefits of an Arts Education. The arts provide a unique "way of knowing" about the world and human experience. In order for students to benefit from this unique way of knowing, the Arts Education program encourages the following:

- education of the senses to take in information
- education about the basic languages of the arts strands
- acquisition of skills and abilities to enable students to express themselves using the languages of the arts strands
- understanding of the role of the arts in cultures and societies, and in people's daily lives
- acquisition of a body of knowledge accumulated over the years of human existence, and consisting of the beliefs and aesthetic principles of various cultures and societies.

In addition, the program recognizes that artists are thinkers. Their ideas have contributed and continue to contribute to an understanding of human existence. The Arts Education curriculum provides a place for their ideas.

Three Components of Arts Education

The Arts Education curriculum is structured, through the inclusion of the three following components, to achieve a balance in focus. The components are not to be segregated but are intended to be interwoven throughout the program.

1. The Creative/Productive Component

This component includes the exploration, development and expression of ideas in the language of each strand or art form. In order for an activity to be creative, the student must be actively engaged in a critical thinking process. The student will learn where ideas come from, and how ideas can be developed and transformed. Reflection, both ongoing and summative, is an essential part of the creative process and allows students to evaluate their own growth in their creative endeavors.

2. The Cultural/Historical Component

This component deals with the role of the arts in culture, the development of the arts throughout history and the factors that influence the arts and artists. It includes the historical development of each art form. In addition, it focuses on the arts in contemporary cultures, and includes popular culture and various cross-cultural studies. The intention of this component is to develop in students an understanding that the arts are an integral aspect of living for all people.

3. The Critical/Responsive Component

This component enables students to respond critically to images, sounds, performances and events in the artistic environment, including the mass media. Students will become willing participants in the inter-active process between artist and audience rather than passive consumers of the arts. The curriculum suggests a seven-step process to help teachers guide discussion about works of art (for example, visual art works, musical compositions, or dance and drama performances). The process is intended to move students beyond quick judgment to informed personal interpretation, and has been adapted for each of the four strands. It appears in the introductory section of each strand in the curriculum guide.

Arts Education and Special Events

Often teachers are expected to use the Arts Education program as an opportunity for providing entertainment or decorations for school events. This might result in a conflict for the teacher, as artistic products and presentations are not always the objective or outcome of daily arts lessons. Time required for the planning or presentation of special events such as the Christmas concert should be taken from across the curriculum, not just from Arts Education.