

An Integrated Curriculum Unit written by Grace Wyatt to support the study of the book

“Finding Grandpa’s Song’ written by Grace Wyatt and Illustrated by Michelle Peat

This integrated unit covers four curriculum areas and has many Learning Experiences, Achievement Objectives and Specific Learning Objectives. This is because each curriculum area can be uplifted and stand on its own or, a teacher can pick and choose to better meet the needs of the students and school. It can also be taught as a complete integrated unit over a longer period of time. In addition, there is also much scope for investigating language use and the relationship between text and illustrations.

Central Theme: Coping with Change

Level 2/3 NZCM

Context: Dementia

Aims:

- Introduce Dementia
- Provide information and assurance
- Encourage communication and respect
- Introduce the benefits of music in the lives of people with dementia.

Values = V <ol style="list-style-type: none">1. Communication and Participation2. Inquiry3. Integrity4. Respect	Key Competencies = KC: <ol style="list-style-type: none">1. Thinking; developing understanding, constructing knowledge2. Relating to Others; interacting effectively3. Participating and Contributing; contribute appropriately and make connections with others.	Learning Areas: English – Listening/Reading Speaking/Presenting Arts – Music Understanding in context Communicating and interpreting Social Sciences – Social/Cultural rights and responsibilities, time and change and needs H.P.E. – Mental Health, Relationships with other people Healthy Communities and Environments	Achievement Objectives = AO: <ol style="list-style-type: none">1. Select and use information to form and express ideas and to think critically about texts2. Shows developing understanding of ideas in text3. Recognise that music serves a variety of purposes and functions in people’s lives4. Prepare and present brief performance of music Understand how; <ol style="list-style-type: none">5. People make choices to meet their needs.6. Time and change affect people’s lives7. People make decisions about access to resources8. People have social rights and responsibilities <ol style="list-style-type: none">9. Relationships- Demonstrate ways of enhancing relationships10. Interpersonal skills – Express needs and feelings <ol style="list-style-type: none">11. Community Resources – Identify community resources12. Rights, Responsibilities and Laws – Identify the rights and responsibilities of patient, carer and associated people.
---	--	---	---

Learning Activities		Specific Learning Outcome	Assessment	Learning Area	Level
1	Read 'Finding Grandpa's Song' from start to finish the first time. Play an appropriate song relating to a decade that might be associated with your students' grandparents.	To listen to, and view, an illustrated text.	Active listening (OTJ)	English	L2/3
2	Get children's response by class discussion then children make group charts including personal connections and experiences. Share. Discussion about different cultural practices particularly referencing the cultural variety within the class.	To respond to illustrated text. To use personal experience/knowledge to make meaning from the text. To recognise and respect different cultural practices.	Responds to text by communicating and participating. (Anecdotal)	" Soc Sc "	" L2/3 L2/3
3	Re-read text for the children to identify the audience and purpose/s of the text. Have each child write their responses on a strip of paper and display these for comparison later in the unit.	To identify the audience and purpose/s of the text.	Can identify the purpose and target audience of the text. (OTJ) at this stage.	English	"
4	Using the book again/play song – question – What do you notice about the song? Have a variety of songs from that decade ready to share. Children to research in groups a given decade of music e.g. 2000-2010, 90s,80s,70s. Identify and describe the characteristics of the songs from their decade studied. L3 only. Also interview parents and grandparents about songs that have meaning for them. Include purpose and function of music in their lives in the questions.	To explore the changes in music over time. To identify and describe characteristics of songs of previous generations.	Can identify some changes in music over a time-frame. Is able to describe the characteristics of music over a specific time-frame	Music "	L2 L3
5	Follow up on previous day and discuss generational memories. What songs might the children's generation remember when older? Make a list. Discuss and chart purpose and function of music in people's lives.	To explore and recognise that music serves a variety of purposes and functions.	Can name one purpose and one function of music.	"	L2/3
6	Compile a class list of songs from No 4 interviews. Create a medley that children will learn in preparation for performing for their families.	To prepare for performance	Participates and communicates	"	L2/3
7	Using the music brain, discuss the effect of music on our brains. Each child to find one fact to contribute to a music brain board.	To explore the possibilities for using music in our lives.	Participates and communicates	"	L2/3
8	Re-read the story and discuss the Dementia aspect. Identify all the ways it affects Grandpa and the same for his family, especially Ruby. Discuss how people manage changing relationships in this context. Vocabulary should include 'sensitivity and respect'.	To extract inferential elements of a text. To express ideas, feelings and needs appropriately	Is able to make inferences about the text. Is able to express self in this context.	English HPE "	L2/3 L2 L3

		To recognise there are ways of managing changing relationships.	Can identify more than one way of managing change.		
9	Study some facts about dementia using those in the story and others from reputable sources.	To develop understanding of the text subject matter.		English	L2/3
10	Discuss and work out some rights for the dementia patient.	To understand that all people have rights.	Can identify some rights of people with dementia	Soc Sc. HPE	L3/4
11	Work out some rights and responsibilities for the carers of people with dementia.	To understand that most people have both rights and responsibilities.	Can identify some rights and responsibilities in this context.	HPE/Soc Sc	L2/3
12	What might the impact be for you and your family if a loved one has dementia? How could you and the family support the person? How could your family get help and support for the person and yourselves?	To understand how people, make choices to meet needs. To identify ways to support themselves and others.	Expresses feelings, contributes ideas and offers some solutions.	HPE “	L2/3 “
13	Research support agencies in your area. Revisit the Music brain and how music therapy can help in a variety of ways. Source TV ads or internet examples showing the use of personalised playlists for people with dementia.	To recognise that a variety of resources can be accessed. To recognise that many things influence the decisions people make.	Contributes to a class list of resources to be accessed.	Soc St Music	L2/3 “
14	Re-read the story and discuss the purpose/s of the text. List these then compare with the list made in No 3. Was this book ‘fit for purpose?’	To think critically about a text To identify change in thinking through inquiry To make informed assessment	Can critically analyse thinking pre/post thinking about the text.	English	L2/3
15	Collate all the charts, books, information and research with conclusions, into a display for a time when families are invited to attend.	To select and communicate information gathered over time.	Communication, contribution and participation	“	“
16	Performance and display.	To share music with others using basic performance skills. To participate in a communal event.	Successful performance and sharing of information	Music HPE	“
17	Reflect on the performance and the impact this unit of learning has had on students, teacher and families by class discussion and response sheets for home and school.	To evaluate the performance and learning associated with this unit.	Can reflect on, and evaluate, this body of work.		