



Curriculum of MEP

Baan Sankamphaeng School

B.E. 2025

According to the core curriculum of basic education B.E. 2551

(Revised B.E. 2560)

Art

MEP (Mini English Program)

Baan Sankamphaeng School

Chiang Mai Primary Educational Service Area

Office, Area 1

Preface

Ban San Kamphaeng School is a model school for implementing the Basic Education Core Curriculum B.E. 2551 (Revised Edition B.E. 2560). The school has adopted the curriculum in the subject group of Arts for Grade 1, based on the Basic Education Curriculum B.E. 2568. This curriculum is developed according to the principles, objectives, competencies, and standards of learning, along with indicators and assessment guidelines aligned with the Basic Education Core Curriculum B.E. 2551 (Revised Edition B.E. 2560). It serves as a framework for organizing teaching and learning activities that aim to enhance students' knowledge, skills, processes, and desirable characteristics.

The revised curriculum emphasizes the development of essential life skills needed for adapting to change and achieving sustainable development. The 2568 revision reflects the ongoing effort to refine the curriculum to better suit current circumstances and is consistent with the Ministry of Education's policies and the school's vision to deliver high-quality, standardized education in response to ongoing economic, social, political, and technological changes. This aligns with the national strategy and the Ministry of Education's policy to implement education for the 21st century under the Thailand 4.0 vision.

We would like to extend our sincere appreciation to the curriculum committee of Ban San Kamphaeng School, students, parents, and all stakeholders involved in reviewing and providing guidance in the development of this curriculum. It is our hope that this implementation of the Arts curriculum for Grade 1 under the Basic Education Curriculum B.E. 2568 will help foster learners with quality and desirable characteristics in accordance with the Basic Education Core Curriculum B.E. 2551 (Revised Edition B.E. 2560).

Curriculum Development Committee

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Vision

The School Curriculum of Ban San Kamphaeng School, B.E. 2569 (2026), aims to develop all learners, the future strength of the nation is into well-balanced individuals in terms of physical health, knowledge, and virtue. It fosters the preservation of local arts and culture, a strong sense of Thai citizenship, and the potential to become global citizens meeting international standards. Learners will achieve excellence in utilizing technology to integrate learning, while upholding the democratic form of government with the King as Head of State. The curriculum focuses on enhancing constructionism-based learning processes to empower learners to reach their full potential through self-development.

Principle

The School Curriculum of Ban San Kamphaeng School, B.E. 2569 (2026), under the Basic Education Core Curriculum, B.E. 2551 (Revised Edition, B.E. 2560), is based on the following key principles:

1. An educational curriculum aimed at national unity, with goals and learning standards as targets for developing learners and youths to acquire knowledge, skills, attitudes, and virtue based on Thai identity alongside international standards.
2. An educational curriculum for all, ensuring that every citizen has an equal opportunity to receive quality education.
3. An educational curriculum that supports decentralization, allowing society to participate in providing education that aligns with local conditions and needs.
4. An educational curriculum with a flexible structure in terms of learning content, time allocation, and learning management.
5. An educational curriculum is based on learner centered.
6. An educational curriculum designed for formal education, covering all target groups and allowing for the transfer of learning outcomes and experiences.

Object

Ban San Kamphaeng School Curriculum, B.E. 2569 (2026), under the Basic Education Core Curriculum, B.E. 2551 (Revised Edition, B.E. 2560). The curriculum aims to develop learners into good, wise, and happy individuals with the potential for further education and future careers. Therefore, the following goals have been established for learners to achieve upon graduation:

1. Virtues, Morality, and Desirable Values, is to possess morality, ethics, and desirable values; to appreciate self-worth; to maintain self-discipline; to behave according to the

principles of Buddhism or their respective religions; and to adhere to the Philosophy of Sufficiency Economy.

2. Knowledge and Core Skills, is to possess knowledge and competence in communication, thinking, problem-solving, and technology utilization, alongside essential life skills.

3. Physical and Mental Health, is to maintain good physical and mental health, practice good hygienic habits, and exhibit a love for physical exercise.

4. Patriotism and Citizenship, is to possess patriotism, civic awareness as Thai citizens and global citizens, and adherence to the democratic way of life and government with the King as Head of State.

5. Cultural and Environmental Preservation, is to possess public consciousness for preserving Thai culture and local wisdom, conserving and developing the environment, striving to benefit and create goodness in society, and coexisting happily with others.

Important competencies of students and desirable characteristics

In developing learners according to the Ban San Kamphaeng School Curriculum, B.E. 2569 (2026), under the Basic Education Core Curriculum, B.E. 2551 (Revised Edition, B.E. 2560), the focus is placed on enhancing learners' quality in accordance with the prescribed standards. This will enable learners to develop the following core competencies and desirable characteristics:

Core Competencies of Learners

The School Curriculum of Ban Sankamphaeng School, B.E. 2569 (2026), based on the Basic Education Core Curriculum B.E. 2551 (2008), Revised Edition B.E. 2560 (2017), aims to develop learners in five key competencies as follows:

1. Communication Competency; the ability to receive and convey messages effectively while demonstrating appropriate language use and cultural awareness. Learners can communicate their thoughts, knowledge, understanding, feelings, and viewpoints to exchange information and experiences that contribute to personal and social development. This competency also includes negotiation skills to reduce and resolve conflicts, the ability to evaluate information based on reason and accuracy, and the selection of effective communication methods while considering their impact on themselves and society.

2. Thinking Competency; the ability to analyze, synthesize, think creatively, think critically, and think systematically. These skills enable learners to construct knowledge and information for making appropriate decisions concerning themselves and society.

3. Problem-Solving Competency; the ability to solve problems and overcome obstacles appropriately through the application of reason, morality, and information. Learners understand relationships and changes occurring within society, seek knowledge, apply learning to prevent and solve problems, and make effective decisions while considering the effects on themselves, society, and the environment.

4. Life Skills Competency; the ability to apply various processes in daily life, self-directed learning, lifelong learning, work, and social interaction. This includes building positive interpersonal relationships, managing problems and conflicts appropriately, adapting to social and environmental changes, and avoiding undesirable behaviors that may negatively affect themselves and others.

5. Technological Competency; the ability to select and utilize various technologies effectively, along with technological process skills, for personal and social development. This includes using technology for learning, communication, work, and creative problem-solving in ways that are accurate, appropriate, and ethical.

Desirable Characteristics of Learners

The School Curriculum of Ban Sankamphaeng School, B.E. 2569 (2026), based on the Basic Education Core Curriculum B.E. 2551 (2008), Revised Edition B.E. 2560 (2017), aims to develop learners with desirable characteristics that enable them to live happily with others in society as both Thai citizens and global citizens. These characteristics are as follows:

1. Love of Nation, Religion, and Monarchy
2. Honesty and Integrity
3. Self-Discipline
4. Eagerness to Learn
5. Living According to the Sufficiency Economy Philosophy
6. Commitment and Perseverance in Work
7. Appreciation and Pride in Thai Culture and Identity
8. Public Mindedness and Social Responsibility

Subject area of arts

Why Study Arts?

The Arts Learning Area helps develop learners' creativity, imagination, artistic appreciation, aesthetic awareness, and sense of value, all of which contribute significantly to the quality of human life. Artistic activities promote learners' development in physical, mental, intellectual, emotional, and social aspects, while also contributing to environmental development. Furthermore, arts education encourages self-confidence, which serves as a foundation for further education and future careers.

What is Learned in Arts?

The Arts Learning Area aims to develop learners' knowledge, understanding, and artistic skills, while fostering an appreciation of the value of the arts. It provides opportunities for learners to express themselves freely through various art forms. The learning area consists of the following key strands:

- **Visual Arts**

Learners gain knowledge and understanding of artistic elements and visual elements. They create and present visual artworks based on their imagination by appropriately using materials, tools, techniques, and methods employed by artists. Learners analyze, critique, and evaluate the value of visual artworks, understand the relationship between visual arts, history, and culture, recognize the value of artistic and cultural heritage, local wisdom, Thai wisdom, and international artistic traditions, and appreciate and apply artistic knowledge in their daily lives.

- **Music**

Learners acquire knowledge and understanding of musical elements and express themselves creatively through music. They analyze, critique, and evaluate the value of music, communicate feelings freely through musical expression, and appreciate and apply music in their daily lives. Learners understand the relationship between music, history, and culture, recognize the value of music as cultural heritage, local wisdom, Thai wisdom, and international traditions. They sing and perform music in various forms, express opinions about musical sounds, respond to music aesthetically, and understand the relationship between music, cultural traditions, and historical events.

- **Dance and Dramatic Arts**

Learners gain knowledge and understanding of the elements of dance and dramatic arts and express themselves creatively through performance. They use basic terminology related to dance and drama, analyze, critique, and evaluate the value of performances, and communicate feelings and ideas freely. Learners create movements in various forms and apply dance and dramatic arts in their daily lives. They understand the relationship between dance, drama, history, and culture, and recognize the value of dance and dramatic arts as cultural heritage, local wisdom, Thai wisdom, and international traditions.

Learning Areas and Standards

Strand 1: Visual Arts

Standard AR 1.1

Create visual artworks based on imagination and creativity; analyze, critique, and evaluate the value of visual art; express feelings and ideas about artworks freely; appreciate visual arts and apply artistic knowledge and experiences in daily life.

Standard AR 1.2

Understand the relationship between visual arts, history, and culture; recognize and appreciate the value of visual arts as cultural heritage, including local wisdom, Thai wisdom, and international artistic traditions.

Strand 2: Music

Standard AR 2.1

Understand and express oneself creatively through music; analyze, critique, and evaluate the value of music; communicate feelings and ideas about music freely; appreciate music and apply musical knowledge and experiences in daily life.

Standard AR 2.2

Understand the relationship between music, history, and culture; recognize and appreciate the value of music as cultural heritage, including local wisdom, Thai wisdom, and international musical traditions.

Strand 3: Dance and Dramatic Arts

Standard AR 3.1

Understand and express oneself creatively through dance and dramatic arts; analyze, critique, and evaluate the value of dance and dramatic arts; communicate feelings and ideas freely; appreciate and apply dance and dramatic arts in daily life.

Standard AR 3.2

Understand the relationship between dance and dramatic arts, history, and culture; recognize and appreciate the value of dance and dramatic arts as cultural heritage, including local wisdom, Thai wisdom, and international traditions.

Learning Outcomes

Upon Completion of Grade 3

- Demonstrate knowledge and understanding of shapes, forms, and the classification of visual elements found in nature, the environment, and visual artworks. Possess basic skills in using materials and equipment to create drawings, paintings, collages, sculptures, and simple moving structures by utilizing lines, shapes, forms, colors, and textures. Express thoughts and feelings inspired by stories and real-life events through visual art. Create artworks according to personal interests and explain the reasons and methods for improving their own work.
- Demonstrate knowledge and understanding of the importance of visual arts in daily life, the origins of local visual arts, and the materials, tools, and techniques used in creating local artworks.
- Demonstrate knowledge and understanding of sound sources, sound characteristics, and the roles, meanings, and importance of songs encountered in everyday life. Be able to recite poems, sing songs, keep rhythm, and move the body in accordance with music. Read, write, and use symbols to represent sounds and rhythms, express opinions about music and their own singing, and participate in musical activities in daily life.
- Demonstrate knowledge and understanding of the unique characteristics of local music, appreciate its importance, and recognize the benefits of music in the lives of people within the local community.
- Creatively perform movements in various forms and demonstrate dance gestures in time with music according to dance traditions. Display appropriate etiquette when watching performances, understand the roles of performers and audiences, recognize the benefits of dance and dramatic arts in daily life, and participate in age-appropriate performance activities.
- Demonstrate knowledge and understanding of traditional Thai children's games and local performing arts. Appreciate and take pride in folk games, relate observations from traditional games to the lifestyles of Thai people, identify the distinctive characteristics and unique identity of Thai dance, and explain the significance of Thai performing arts.

Learner Quality

Upon Completion of Grade 6

- Demonstrate knowledge and understanding of the use of visual elements, shapes, forms, textures, colors, light, and shadow. Possess fundamental skills in using materials and tools to express ideas, emotions, and feelings. Apply principles of size, proportion, balance, weight, light, and shadow, as well as the appropriate use of complementary colors in creating two-dimensional and three-dimensional artworks, such as mixed-media works, paintings, sculptures, and printmaking. Create diagrams, charts, and illustrations to communicate ideas and imagination related to various events and stories. Compare differences among artworks created using different materials, tools, and techniques. Understand challenges in artistic composition, additive and subtractive techniques in sculpture, and methods of conveying meaning through visual art. Know how to improve artistic work and appreciate the value of visual arts and their impact on individuals and society.
- Demonstrate knowledge and understanding of the importance of visual arts in daily life, the origins of local visual arts, and the materials, tools, and techniques used in creating local artworks.
- Demonstrate knowledge and understanding of sound sources, sound characteristics, and the roles, meanings, and importance of songs encountered in everyday life. Be able to recite poems, sing songs, keep rhythm, and move the body in accordance with music. Read, write, and use symbols to represent sounds and rhythms, express opinions about music and their own singing, and participate in musical activities in daily life.
- Demonstrate knowledge and understanding of the unique characteristics of local music, appreciate its importance, and recognize the benefits of music in the lives of people within the local community.
- Creatively perform movements in various forms and demonstrate dance gestures in time with music according to dance traditions. Display appropriate etiquette when watching performances, understand the roles of performers and audiences, recognize the benefits of dance and dramatic arts in daily life, and participate in age-appropriate performance activities.

- Demonstrate knowledge and understanding of traditional Thai children's games and local performing arts. Appreciate and take pride in folk games, relate observations from traditional games to the lifestyles of Thai people, identify the distinctive characteristics and unique identity of Thai dance, and explain the significance of Thai performing arts.

Grade – level indicators and core topics

Strand 1: Visual Arts

Standard AR 1.1

Create visual artworks based on imagination and creativity; analyze, critique, and evaluate the value of visual arts; express feelings and ideas about artworks freely; appreciate visual arts and apply artistic knowledge and experiences in daily life.

Grade	Indicators	Core topics
P.1	1. Discuss the shapes, characteristics, and sizes of objects found in nature and those created by humans in the surrounding environment.	Shapes, characteristics, and sizes of objects found in nature and in the human - made environment.
	2. Express feelings about nature and the surrounding environment.	Feelings toward nature and the surrounding environment, such as appreciation of the beauty around the school buildings or awareness of untidiness within the classroom environment.
	3. Demonstrate basic skills in using materials and tools to create visual artworks.	The use of materials and tools such as clay, modeling clay, pencils, paintbrushes, paper, crayons, watercolors, and colored pencils to create visual artworks.
	4. Create visual artworks by experimenting with colors using simple techniques.	Experimenting with colors using watercolors, poster paints, crayons, and natural pigments available in the local community.
	5. Draw and color pictures of nature based on personal feelings and impressions.	Drawing and coloring pictures based on one's own feelings and emotions.

Grade	Indicators	Core topics
P.2	1. Describe the shapes and forms found in nature and the surrounding environment.	Shapes and forms found in nature and the environment, such as circles, ovals, triangles, rectangles, and cylinders.
	2. Identify visual elements found in the environment and in visual artworks, with emphasis on lines, colors, shapes, and forms.	Lines, colors, shapes, and forms found in the environment and in various types of visual artworks, such as drawings, sculptures, and printmaking.
	3. Create various visual artworks using visual elements with an emphasis on lines and shapes.	Lines and shapes in various types of visual artworks, such as drawings, sculptures, and printmaking.
	4. Demonstrate basic skills in using materials and tools to create three-dimensional visual artworks.	The use of materials and tools to create three-dimensional visual artworks.
	5. Create collage artworks by cutting or tearing paper.	Paper collage.
	6. Draw pictures to communicate stories about one's family and neighbors.	Drawing to communicate and tell stories.
	7. Select a visual artwork and describe what is observed, including its content and story.	Content and stories conveyed in visual artworks.
	8. Create visual artworks in the form of movable structures.	Movable structural artworks.
P.3	1. Describe shapes and forms found in nature, the environment, and visual artworks.	Shapes and forms found in nature, the environment, and visual artworks.
	2. Identify the materials and tools used in the creation of visual artworks when viewing works of art.	Materials and tools used in creating visual artworks, including drawing, sculpture,

Grade	Indicators	Core topics
		and printmaking.
	3. Classify the visual elements found in nature, the environment, and visual artworks, with emphasis on lines, colors, shapes, forms, and textures.	• Lines, colors, shapes, forms, and textures found in nature, the environment, and visual artworks.
	4. Draw and color objects found in the surrounding environment.	• Drawing and coloring objects in the surrounding environment using crayons, colored pencils, and poster paints.
	5. Demonstrate basic skills in using materials and tools to create sculptures.	• The use of materials and tools in sculpture.
	6. Draw pictures to express thoughts and feelings inspired by real-life experiences, using lines, shapes, forms, colors, and textures.	• The use of lines, shapes, forms, colors, and textures to create drawings that express thoughts and feelings.
	7. Describe the reasons and methods for creating visual artworks, with emphasis on techniques and the use of materials and tools.	• Materials, tools, and techniques used in creating visual artworks.
	8. Identify aspects that are appreciated and aspects that should be improved in one's own visual artwork.	• Express opinions about one's own visual artworks.
	9. Identify and classify images according to the dominant visual elements in those artworks.	• Classify images according to visual elements.
	10. Describe the characteristics of shapes and forms in design works of objects found in the home and school environments.	• Shapes and forms in design works.

Grade	Indicators	Core topics
P.4	1. Compare the characteristics of shapes and forms found in nature, the environment, and visual artworks.	• Shapes and forms in nature, the environment, and visual artworks.
	2. Discuss the influence of warm and cool color tones on human emotions.	• The influence of warm and cool color tones.
	3. Identify and classify visual elements in nature, the environment, and visual artworks, focusing on line, color, shape, form, texture, and negative space.	• Lines, colors, shapes, forms, textures, and negative space in nature, the environment, and visual artworks.
	4. Demonstrate basic skills in using materials and tools to create printmaking artworks.	• The use of materials and tools in printmaking.
	5. Demonstrate basic skills in using materials and tools to create drawings and colored artworks.	• The use of materials and tools in drawing and coloring artworks.
	6. Describe the characteristics of artworks with emphasis on composition, depth, value, and light and shadow.	• The arrangement of depth, value, and light and shadow in drawing.
	7. Create drawings and paintings using warm and cool color tones to express feelings and imagination.	• The use of warm and cool color tones in drawing to express feelings and imagination.
	8. Compare thoughts and feelings expressed in one's own and others' visual artworks.	• Similarities and differences in visual artworks, including the thoughts and feelings expressed in the artworks.
	9. Select and use color tones to express emotions and feelings in visual artworks.	• The selection of color tones to express emotions and feelings.

Grade	Indicators	Core topics
P.5	1. Describe the rhythm and placement of elements found in the environment and in visual artworks.	Rhythm and placement of elements in the environment and visual artworks.
	2. Compare differences between visual artworks created using different materials, tools, and methods.	Differences between visual artworks.
	3. Create drawings using techniques of light and shadow, tonal value, and color tone.	Light and shadow, tonal value, and color tones.
	4. Create sculptures from modeling clay or clay, emphasizing the expression of imagination.	The creation of sculptures to express imagination using modeling clay or clay.
	5. Create printmaking artworks with emphasis on the arrangement of elements within the composition.	Composition in printmaking artworks.
	6. Identify problems in composition and meaning-making in one's own visual artworks and suggest ways to improve the work.	Art composition and the communication of meaning in visual artworks.
	7. Describe the benefits and value of visual artworks and their impact on people's lives in society.	The benefits and value of visual artworks.
P.6	1. Identify complementary colors and discuss the use of complementary colors in expressing thoughts and emotions.	The color wheel and complementary colors.
	2. Explain the principles of proportion and balance in creating visual artworks.	Principles of size, proportion, and balance in visual artworks.
	3. Create visual artworks by transforming two-dimensional forms into three-dimensional forms using	Two-dimensional and three-dimensional visual artworks.

Grade	Indicators	Core topics
	principles of light and shadow and tonal value.	
	4. Create sculptures using the principles of addition and subtraction.	• The use of addition and subtraction principles in sculptural creation.
	5. Create visual artworks using the principles of figure and negative space.	• Figure and negative space in visual artworks.
	6. Create visual artworks using complementary colors and the principles of size, proportion, and balance.	• The creation of visual artworks using complementary colors and the principles of size, proportion, and balance.
	7. Create visual artworks such as diagrams, maps, and illustrations to communicate ideas or stories about various events.	• The creation of visual artworks such as diagrams, maps, and illustrations.

Indicators and Core Learning Content

Strand 1: Arts

Standard AR 1.2

Understand the relationship between visual arts, history, and culture; recognize and appreciate the value of visual arts as cultural heritage, including local wisdom, Thai wisdom, and international artistic traditions.

Grade	Indicators	Core topics
P.1	1. Identify visual artworks in daily life.	Visual artworks in daily life.
P.2	1. Describe the importance of visual artworks found in daily life.	The importance of visual arts in daily life.
	2. Discuss different types of visual artworks in the local area, focusing on the methods of creation and the materials and tools used.	Local visual artworks.
P.3	1. Describe the origins of local visual artworks.	The origin of local visual artworks.
	2. Describe the materials, tools, and methods used in creating local visual artworks.	Materials, tools, and methods used in creating local visual artworks.
P.4	1. Identify and discuss visual artworks in events and cultural celebrations in the local community.	Visual artworks in local culture.
	2. Describe visual artworks originating from different cultures.	Visual artworks from various cultures.
P.5	1. Identify and describe the characteristics and styles of visual artworks in learning resources or art exhibitions.	Characteristics and styles of visual artworks.
	2. Discuss visual artworks that reflect local culture and wisdom.	Visual artworks that reflect local culture and wisdom.
P.6	1. Describe the role of visual artworks in reflecting life and society.	The role of visual arts in life and society

Grade	Indicators	Core topics
	2. Discuss the influence of religious beliefs and faith on local visual arts.	The influence of religion on local visual arts.
	3. Identify and describe the local cultural influences that affect an individual's creation of visual art.	Local cultural influences on the creation of visual arts.

Strand 2: Music

Standard AR 2.1

Understand and express oneself creatively through music; analyze, critique, and evaluate the value of music; communicate feelings and ideas about music freely; appreciate music and apply musical knowledge and experiences in daily life.

Grade	Indicators	Core topics
P.1	1. Know that different things can produce different sounds.	- The origin of sound - Natural sounds - Sources of sound - Timbre of sound
	2. Describe the characteristics of loud and soft sounds, and slow and fast rhythms.	- Loudness and softness of sound (Dynamics) - Speed of tempo (Tempo)
	3. Recite poems and sing simple songs.	- Reciting poems with rhythm - Singing songs with rhythm
	4. Participate in music activities with enjoyment.	- Music activities - Singing - Rhythm tapping - Moving/dancing along with music according to the loudness–softness of the music and the slow–fast tempo of the rhythm.
	5. Explain the relevance of music used in daily life.	- Music used in daily life - Lullabies

Grade	Indicators	Core topics
		- Songs for traditional games/plays - Important songs (Thai National Anthem)
P.2	1. Classify the sources of sounds that are heard.	• Timbre of musical instruments. • Timbre of human voices.
	2. Classify the properties of musical sounds: high–low pitch, loud–soft volume, and long–short duration.	• Auditory training: distinguishing sounds by high–low pitch, loud–soft volume, and long–short duration.
	3. Tap rhythms or move the body in accordance with the content of the song.	• Movement in response to the content of a song. • Playing musical instruments to accompany a song
	4. Sing simple songs appropriate for one’s age.	• Singing
	5. Explain the meaning and importance of the songs that are heard.	• The meaning and importance of the songs that are heard. - Patriotic / motivational songs - Moral / didactic songs
P.3	1. Identify the shapes and characteristics of musical instruments seen and heard in daily life.	• Shapes and characteristics of musical instruments. • Sounds of musical instruments.
	2. Use pictures or symbols to represent sounds and rhythmic beats.	• Symbols representing sound properties (high–low pitch, loud–soft volume, long–short duration). • Symbols representing rhythmic patterns.
	3. Explain the roles and functions of the songs that are heard.	• The roles and functions of important songs

Grade	Indicators	Core topics
		- National anthem - Royal anthem - School anthem
	4. Sing and perform simple music.	• Solo and group singing • Playing musical instruments to accompany songs
	5. Move in ways that correspond to the emotions of the music being listened to.	• Movement in response to the mood and emotions of a song.
	6. Express opinions about musical sounds and vocal performances of oneself and others.	• Providing comments on vocal and musical performances. - Quality of vocal performance - Quality of musical performance
	7. Apply music appropriately in everyday life and different situations. Use music appropriately in daily life and for various occasions.	• Using Music for Special Occasions - Music in festive events - Music in celebrations of important national days
P.4	1. Describe simple musical phrases.	• Song Structure - The meaning of musical phrases. - Identifying and dividing musical phrases.
	2. Identify and classify the musical instruments used in a piece of music.	• Categories of Musical Instruments. • Characteristics of the Sounds Produced by Different Types of Musical Instruments.
	3. Recognize the upward and downward movement of melodies,	• Upward and Downward Movement of the Melody

Grade	Indicators	Core topics
	rhythmic patterns, and tempo in a piece of music.	• Melodic Rhythm Patterns • Rhythm Patterns • Tempo (Slow–Fast Speed of the Beat)
	4. Demonstrate the ability to read and write Thai and Western musical notes.	• Musical Symbols and Notation - Clefs - The Five-Line Staff - Notes and Rests • Thai Music Notation Structure - Measures (Bars) - Beat Grouping and Division
	5. Perform songs using a vocal range suitable for one's own voice.	• Performing songs in an appropriate vocal key for oneself.
	6. Demonstrate proper and safe use and storage of musical instruments.	• Using and Maintaining Personal Musical Instruments.
	7. Understand that music can be used as a medium for storytelling.	• Understanding the Meaning Conveyed in Song Lyrics.
P.5	1. Identify how musical elements are used to communicate emotions in music.	• Communicating Emotions in Music through Musical Elements. - The relationship between rhythm and the mood of a song. - The relationship between melody and the mood of a song.
	2. Identify and classify the characteristics of singing voices and musical instruments in various types of musical ensembles.	• Characteristics of Various Singing Voices. • Sound Characteristics of Various Types of Musical Ensembles.

Grade	Indicators	Core topics
	3. Demonstrate the ability to read and write Thai and Western musical notation using five pitch levels.	• Musical Symbols and Notation - The Pentatonic Scale (Five-Note Scale) - Notes in the Pentatonic Scale
	4. Demonstrate the ability to play musical instruments for rhythm and melody performance.	• Rhythmic Accompaniment Using Percussion Instruments. • Melodic Performance on Musical Instruments.
	5. Perform Thai, Western, or Thai contemporary songs that are appropriate for the learner's age level.	• Performance of Thai Songs in a Two-Beat Rhythmic Style. • Performance of Western and Thai Contemporary Songs. • Choral Singing in Canon and Round Forms.
	6. Perform simple improvisation using call-and-response musical phrases.	• Composition of Question-and-Answer Musical Phrases.
	7. Integrate music into activities for creative and imaginative expression.	• Musical Accompaniment for Dance Performances. • Creating Sounds and Sound Effects to Support Storytelling.
P.6	1. Explain the characteristics of music heard through the use of musical elements and music vocabulary.	• Musical Elements and Music Vocabulary.
	2. Identify and classify the types and functions of Thai musical instruments and instruments from various cultures.	• Regional Thai Musical Instruments. • The Roles and Functions of Musical Instruments. • Categories of Western Musical Instruments.

Grade	Indicators	Core topics
	3. Demonstrate the ability to read and write simple melodic passages using Thai and Western music notation.	• Musical Symbols and Notation. • Thai Musical Notation in a Two-Level Rhythmic Pattern. • Western Musical Notation in the C Major Scale.
	4. Demonstrate the ability to accompany songs and perform simple rhythmic and melodic improvisations on musical instruments.	• Vocal Performance with Instrumental Accompaniment. • Creating and Performing Rhythmic and Melodic Patterns on Musical Instruments.
	5. Describe personal feelings and impressions evoked by music.	• Describing Feelings and Giving Opinions about Musical Works. - The content and meaning of song lyrics. - Elements of music in a song. - The quality of sound in a musical performance.
	6. Provide comments on the melody, rhythmic patterns, harmony, and overall sound quality of the music heard.	

Strand 2 Music

Standard AR 2.1

Understand and express oneself creatively through music; analyze, critique, and evaluate the value of music; communicate feelings and ideas about music freely; appreciate music and apply musical knowledge and experiences in daily life.

Grade	Indicators	Core topics
P.1	1. Explain local musical songs and traditions.	• The Background and Origins of Local Musical Songs.
	2. Identify and describe aspects of local music that are appreciated.	• Interesting Characteristics of Local Songs.
P.2	1. Explain, using simple words, how vocal sounds and musical instruments relate to each other in local music.	• Local Musical Songs - Vocal characteristics in local songs. - Characteristics of the sounds produced by musical instruments used in local songs.
	2. Participate in and present music-related activities within the local community.	• Music Activities for Special Occasions. - The role of music in important school events. - The role of music in national holidays and celebrations.
P.3	1. Identify the unique qualities and cultural identity of local musical traditions.	• The Identity of Local Music. - Vocal styles and characteristics in local music. - Language and lyrical themes in local songs. - Local musical instruments and musical ensembles.

Grade	Indicators	Core topics
	2. Explain the significance and value of music in the everyday lives of local people.	• The Role of Music in Local Community Life. - Music in everyday life. - Music for significant events and special occasion.
P.4	1. Explain the origins and relationships of Thai lifestyles reflected in music and local folk songs.	• The Relationship Between Lifestyle and Music. - The connection between song lyrics/content and people's ways of life. - Occasions and contexts in which music is performed.
	2. Explain the significance of preserving and supporting musical culture.	• Conservation of Musical Culture. - The importance and need for preserving musical culture. - Methods and approaches for preserving musical culture.
P.5	1. Describe the relationship between music and cultural traditions in various cultures.	• Music and Cultural Traditions. - Musical pieces performed in local traditional events and festivals. - The role and functions of music in different cultural traditions.
	2. Explain the cultural value of music originating from different cultures.	• The Cultural Value of Music. - Social significance and value. - Historical significance and value.

Grade	Indicators	Core topics
P.6	1. Explain the story and evolution of Thai music throughout history.	• Historical Development of Thai Music - The role of music in important historical events. - Thai music across different eras and periods. - The influence of culture on the evolution and characteristics of music.
	2. Identify and classify music from different eras and periods.	
	3. Explain and discuss how culture influences local music.	

Strand 3 Dance and Dramatic Arts

Standard AR 3.1

Understand and express oneself creatively through dance and dramatic arts; analyze, critique, and evaluate the value of dance and dramatic arts; communicate feelings and ideas freely; appreciate and apply dance and dramatic arts in daily life.

Grade	Indicators	Core topics
P.1	1. Perform movements by imitation.	• Different Forms of Movement - Movement inspired by nature. - Movement that imitates people, animals, and objects.
	2. Express ideas and meanings through simple body movements and gestures.	• The Use of Body Language and the Creation of Song Accompaniment Movements. • Song Performances Incorporating Movements Inspired by Nature and Animals.
	3. Express what you enjoy about watching or taking part in a performance.	• Appropriate Behavior as an Audience Member.

Grade	Indicators	Core topics
P.2	1. Perform both non-locomotor (in-place) and locomotor (moving) movements.	• Movement in an Organized Manner - Sitting posture - Standing posture - Walking movements
	2. Use movement to express personal emotions in a creative and spontaneous manner.	• Choreographing Movements Based on Organized Movement Patterns. • Environmental-Themed Songs.
	3. Express ideas and messages through gestures rather than verbal communication.	• Principles and Techniques of Dance Performance. - Practicing expressive hand gestures as symbolic communication. - Practicing codified dance vocabulary focusing on torso movements.
	4. Demonstrate creative rhythmic movements.	• Perform rhythmic movements using gesture language and dance terminology.
	5. Describe appropriate behavior when attending or watching performances.	• Proper etiquette for attending, watching, or participating in performances.
P.3	1. Improvise creative movements in various forms based on short scenarios.	• Movement in Different Forms - Standard Thai circle dance (Ramwong) - Songs composed by the King (Royal compositions) - Short situational performances - Given/assigned scenarios for movement expression.

Grade	Indicators	Core topics
	2. Perform expressive movements to accompany music in the style of Thai classical dance.	- Principles and Techniques of Dance Performance - Training expressive hand and body gestures to communicate human emotions. - Training codified dance terminology with emphasis on lower-body (leg) movements.
	3. Explain and compare the roles and functions of performers and audiences in a performance.	- Principles of Performance Appreciation - Performers' roles - Audience roles - Participation in performances.
	4. Engage in suitable performing arts activities according to age level.	
	5. Identify the advantages of performing arts in daily life.	Integrate performing arts (dance) with other subject areas.
P.4	1. Recognize fundamental skills in performing arts (dance and drama) for expressing meaning and emotions.	- Principles and Techniques of Dance Performance - Training gesture language for communication. - Training codified dance terminology (dance vocabulary).
	2. Perform storytelling using basic dance language and simple drama vocabulary.	Use of expressive gestures and dance terminology with patriotic songs and royal compositions.

Grade	Indicators	Core topics
		• Use of basic theatrical vocabulary for storytelling and expression.
	3. Demonstrate movements in various rhythms based on personal creativity.	• Choreographing movements or dance forms based on local rhythmic patterns.
	4. Perform performing arts (dance) as duets and group ensembles.	• Performing Arts in Duet and Group Forms. - Standard Thai circle dance (Ramwong) - Traditional group dance (Raban)
	5. Express preferences for a performance, focusing on key story elements and character traits.	• Storytelling - Main ideas and key events in the story. - Character traits and distinctive features.
P.5	1. Describe the essential elements of performing arts (dance)	• Components of Performing Arts (Dance) - Rhythm, melody, and lyrics of music - Expressive gestures and codified dance terminology - Props and performance equipment
	2. Create and perform movements that accompany songs or stories based on personal ideas.	• Choreographing movements to accompany music or storytelling.
	3. Perform dance with emphasis on gesture language and dance vocabulary for effective communication and expression.	• Performing Arts (Dance Forms) - Raban (group dance) - Fon (traditional northern Thai dance)

Grade	Indicators	Core topics
		- Standard Thai circle dance (Ramwong)
	4. Work collaboratively in a group to create a story outline or short drama script.	• Components of Drama - Selection and writing of story outlines. - Writing short drama scripts.
	5. Analyze similarities and differences among different dance performance sets.	• Describe the background and sources of different performing arts (dance) sets.
	6. Describe the advantages of observing performing arts.	• Principles of Performance Appreciation. • Expressing feelings and recognizing the value of performances.
P.6	1. Design expressive movements and performances to communicate feelings and artistic style.	• Choreographing expressive movements for patriotic, folk, or local songs with emphasis on style and emotion.
	2. Create simple designs for costumes or performance accessories.	• Creative Design in Performing Arts - Costume design - Design of props and performance equipment. - Stage and set design for performances.
	3. Perform basic dance and simple dramatic presentations.	• Dance and Dramatic Performances - Ramwong (Standard Thai Circle Dance) - Raban (Group Dance) - Fon (Traditional Northern Thai Dance)

Grade	Indicators	Core topics
	4. To compare the components of dancing	The references of dancing components.
	5. Share and explain personal views when observing a performance.	- Principles of Performance Appreciation - Analytical observation of performances. - Expressing appreciation and positive feelings toward performances.
	6. Explain the connection between dance, drama, and situations encountered in everyday life.	Components of Performing Arts (Dance and Drama)

Strand 3 Dance and Dramatic Arts

Standard AR 3.2

Understand the relationship between dance and dramatic arts, history, and culture; recognize and appreciate the value of dance and dramatic arts as cultural heritage, including local wisdom, Thai wisdom, and international traditions.

Grade	Indicators	Core topics
P.1	1. Identify and engage in traditional Thai children's play activities.	Traditional Thai Children's Games
	2. Express personal preferences in dance performances.	Thai Dance Performances
P.2	1. Identify and engage in local folk play activities.	- Folk Games - Methods of play - Rules and regulations
	2. Connect observations from traditional folk games with the daily lives and culture of Thai people.	Historical Background of Thai Folk Games.
	3. Express appreciation and pride in traditional folk games.	Traditional Thai Folk Games

Grade	Indicators	Core topics
P.3	1. Describe a traditional dance performance seen in the local community.	• Traditional Performing Arts and Folk Dance in the Local Area.
	2. Identify the distinctive qualities and cultural identity of performing arts (dance).	• Dance and Traditional Dance Performances - Distinctive Characteristics - Unique Identity
	3. Explain the significance of performing arts (dance) in society and culture.	• The Origins of Dance Performances - Sacred and revered entities associated with dance traditions.
P.4	1. Describe the origin and history of dance or a performance in simple terms.	• The History and Development of Dance Arts. • The Origins and Background of Dance Performance Repertoires.
	2. Analyze similarities and differences between dance performances and performing arts from other cultural traditions.	• Performance Appreciation - Dance performances - Local and community performances
	3. Explain the significance of respect and proper etiquette in dance education and performance.	• Background of Dance Arts - Respect-paying ceremonies and etiquette before learning and performing dance.
	4. Recognize the importance of preserving and transmitting dance heritage to future generations.	• The History and Development of Dance Arts. - The value and importance of dance arts.

Grade	Indicators	Core topics
P.5	1. Analyze the similarities and differences among Thai performances in different parts of the country.	• . Categories of Performing Arts - Folk dance and local performances.
	2. Identify and perform dance forms that reflect local culture and traditions.	• Categories of Performing Arts - Folk dance and local performances.
P.6	1. Explain the importance of key components in dance and theatrical performances.	• The Meaning, Origins, and Significance of Dance and Drama. - Influential individuals in dance and drama. - Cultural, social, and artistic values.
	2. Recognize the value and benefits gained from performing and appreciating dance and theatrical arts.	• Performing Arts (Dance and Drama) Presented on Significant School Events and Ceremonies.

School Curriculum Structure

**Structure and Time Rate of Learning Management (Regular Classroom, Academic Year
2026) Ban San Kamphaeng School Educational Institution Curriculum, 2026**
According to the Basic Education Core Curriculum, B.E. 2551 (revised version B.E. 2560)

Learning subjects/activities	class time					
	elementary school					
	P.1	P.2	P.3	P.4	P.5	P.6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
science and technology	80	80	80	120	120	120
Social Studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
foreign language	120	120	120	120	120	120
Total class time (basic)	840	840	840	840	840	840
Additional courses	120	120	120	80	80	80
Knowledge Inquiry (KI) (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for Communication	80	80	80	-	-	-
Student development activities	120	120	120	120	120	120
1. Guidance activities	40	40	40	40	40	40
2. Student activities Boy Scouts – Girl Scouts	30	30	30	30	30	30
3. Assembly activities	40	40	40	40	40	40
4. Social activities and public interest	10	10	10	10	10	10
Total Class Time (Curriculum Structure)	1,080 hours/year					
Extra-curricular activities	120	120	120	160	160	160
Learning activities to create with wisdom	40	40	40	80	80	80
Aesthetic promotion activities	40	40	40	40	40	40
Activities to promote skills in the use of technology media	40	40	40	40	40	40
Total study time	1,200 hours/year					

School curriculum structure (regular classroom, academic year 2026)

Grade 1

course/activity	Study time (hours/year)
basic course	840
TH 11101 Thai language	200
M 11101 Mathematics	200
SC 11101 Science and Technology	80
SO 11101 Social Studies, Religion and Culture	40
SO 11102 History	40
HP 11101 Health and Physical Education	80
AR 11101 art	40
OT 11101 Occupation	40
FO 11101 English	120
additional courses	120
I 11201 Chinese	40
๑ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
total class time	1,200 hours/year

School curriculum structure (regular classroom, academic year 2026)

Grade 2

course/activity	Study time (hours/year)
basic course	840
TH 12101 Thai language	200
M 12101 Mathematics	200
SC 12101 Science and Technology	80
SO 12101 Social Studies, Religion and Culture	40
SO 12102 History	40
HP 12101 Health and Physical Education	80
AR 12101 art	40
OT 12101 Occupation	40
FO 12101 English	120
additional courses	120
I 12201 Chinese	40
CH 12202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
total class time	1,200 hours/year

School curriculum structure (regular classroom, academic year 2026)

Grade 3

course/activity	Study time (hours/year)
basic course	840
TH 13101 Thai language	200
M 13101 Mathematics	200
SC 13101 Science and Technology	80
SO 13101 Social Studies, Religion and Culture	40
SO 13102 History	40
HP 13101 Health and Physical Education	80
AR 13101 art	40
OT 13101 Occupation	40
FO 13101 English	120
additional courses	120
I 13201 Chinese	40
CH 13202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
total class time	1,200 hours/year

School curriculum structure (regular classroom, academic year 2026)

Grade 4

course/activity	Study time (hours/year)
basic course	840
TH 14101 Thai language	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social Studies, Religion and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 art	40
OT 14101 Occupation	40
FO 14101 English	120
additional courses	80
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	160
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Total class time	1,200 hours /year

School curriculum structure (regular classroom, academic year 2026)

Grade 5

course/activity	Study time (hours/year)
basic course	840
TH 15101 Thai language	160
M 15101 Mathematics	160
SC 15101 Science and Technology	120
SO 15101 Social Studies, Religion and Culture	80
SO 15102 History	40
HP 15101 Health and Physical Education	80
AR 15101 art	40
OT 15101 Occupation	40
FO 15101 English	120
additional courses	80
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	160
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Total class time	1,200 hours /year

School curriculum structure (regular classroom, academic year 2026)

Grade 6

course/activity	Study time (hours/year)
basic course	840
TH 16101 Thai language	160
M 16101 Mathematics	160
SC 16101 Science and Technology	120
SO 16101 Social Studies, Religion and Culture	80
SO 16102 History	40
HP 16101 Health and Physical Education	80
AR 16101 art	40
OT 16101 Occupation	40
FO 16101 English	120
additional courses	80
I 16201 Knowledge Inquiry	40
CH 16202 Chinese	40
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	160
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Total class time	1,200 hours /year

Structure and Time Rate of Learning Management (MEP Program , Academic Year 2026)

Ban San Kamphaeng School Educational Institution Curriculum, 20256

According to the Basic Education Core Curriculum, B.E. 2551 (revised version B.E. 2560)

Learning subjects/activities	class time					
	elementary school					
	P.1	P.2	P.3	P.4	P.5	P.6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
science and technology	80	80	80	120	120	120
Social Studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
foreign language	120	120	120	120	120	120
Total class time (basic)	840	840	840	840	840	840
Additional courses	120	120	120	120	120	120
Knowledge Inquiry (KI) (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for Communication	80	80	80	40	40	40
Student development activities	120	120	120	120	120	120
1. Guidance activities	40	40	40	40	40	420
2. Student activities Boy Scouts – Girl Scouts	30	30	30	30	30	30
3. Assembly activities	40	40	40	40	40	40
4. Social activities and public interest	10	10	10	10	10	10
Total Class Time (Curriculum Structure)	1,080 hours/year					
Extra-curricular activities	120	120	120	160	160	160
Learning activities to create with wisdom	40	40	40	80	80	80
Aesthetic promotion activities	40	40	40	40	40	40
Activities to promote skills in the use of technology media	40	40	40	40	40	40
Total study time	1,200 hours/year					

School curriculum structure (MEP Program, academic year 2026) Grade 1

course/activity	Study time (hours/year)
basic course	840
TH 11101 Thai language	200
M 11101 Mathematics	200
SC 11101 Science and Technology	80
SO 11101 Social Studies, Religion and Culture	40
SO 11102 History	40
HP 11101 Health and Physical Education	80
AR 11101 art	40
OT 11101 Occupation	40
FO 11101 English	120
additional courses	120
I 11201 Chinese	40
a 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Total study time	1,200 hours/year

School curriculum structure (MEP Program, academic year 2026) Grade 2

course/activity	Study time (hours/year)
basic course	840
TH 12101 Thai language	200
M 12101 Mathematics	200
SC 12101 Science and Technology	80
SO 12101 Social Studies, Religion and Culture	40
SO 12102 History	40
HP 12101 Health and Physical Education	80
AR 12101 art	40
OT 12101 Occupation	40
FO 12101 English	120
additional courses	120
I 12201 Chinese	40
FO 12202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Total study time	1,200 hours/year

School curriculum structure (MEP Program, academic year 2026) Grade 3

course/activity	Study time (hours/year)
basic course	840
TH 13101 Thai language	200
M 13101 Mathematics	200
SC 13101 Science and Technology	80
SO 13101 Social Studies, Religion and Culture	40
SO 13102 History	40
HP 13101 Health and Physical Education	80
AR 13101 art	40
OT 13101 Occupation	40
FO 13101 English	120
additional courses	120
I 13201 Chinese	40
FO 13202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Total study time	1,200 hours/year

School curriculum structure (MEP Program, academic year 2026) Grade 4

course/activity	Study time (hours/year)
basic course	840
TH 14101 Thai language	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social Studies, Religion and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 art	40
OT 14101 Occupation	40
FO 14101 English	120
additional courses	120
I 14201 Knowledge Inquiry	40
I 14201 Chinese	40
FO 14202 English for Communication	40
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Total study time	1,200 hours/year

School curriculum structure (MEP Program, academic year 2026) Grade 5

course/activity	Study time (hours/year)
basic course	840
TH 15101 Thai language	160
M 15101 Mathematics	160
SC 15101 Science and Technology	120
SO 15101 Social Studies, Religion and Culture	80
SO 15102 History	40
HP 15101 Health and Physical Education	80
AR 15101 art	40
OT 15101 Occupation	40
FO 15101 English	120
additional courses	120
I 15201 Knowledge Inquiry	40
I 15201 Chinese	40
FO 15202 English for Communication	40
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Total study time	1,200 hours/year

School curriculum structure (MEP Program, academic year 2026) Grade 6

course/activity	Study time (hours/year)
basic course	840
TH 16101 Thai language	160
M 16101 Mathematics	160
SC 16101 Science and Technology	120
SO 16101 Social Studies, Religion and Culture	80
SO 16102 History	40
HP 16101 Health and Physical Education	80
AR 16101 art	40
OT 16101 Occupation	40
FO 16101 English	120
additional courses	120
I 16201 Knowledge Inquiry	40
I 16201 Chinese	40
FO 16202 English for Communication	40
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Total study time	1,200 hours/year

Structure and Time Rate of Learning Management (SMP Program, Academic Year 2026)

Ban San Kamphaeng School Educational Institution Curriculum, 2026

According to the Basic Education Core Curriculum, B.E. 2551 (revised version B.E. 2560)

Learning subjects/activities	class time					
	elementary school					
	P.1	P.2	P.3	P.4	P.5	P.6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
science and technology	80	80	80	120	120	120
Social Studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
foreign language	120	120	120	120	120	120
Total class time (basic)	840	840	840	840	840	840
Additional courses	120	120	120	120	120	120
Knowledge Inquiry (KI) (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
STEAM Education	80	80	80	40	40	40
Student development activities	120	120	120	120	120	120
1. Guidance activities	120	120	120	120	120	120
2. Student activities Boy Scouts – Girl Scouts	30	30	30	30	30	30
3. Assembly activities	40	40	40	40	40	40
4. Social activities and public interest	10	10	10	10	10	10
Total Class Time (Curriculum Structure)	1,080 hours/year					
Extra-curricular activities	120	120	120	120	120	120
Learning activities to create with wisdom	40	40	40	40	40	40
Aesthetic promotion activities	40	40	40	40	40	40
Activities to promote skills in the use of technology media	40	40	40	40	40	40
Total study time	1,200 hours/year					

School curriculum structure (SMP Program, academic year 2026) Grade 1

course/activity	Study time (hours/year)
basic course	840
TH 11101 Thai language	200
M 11101 Mathematics	200
SC 11101 Science and Technology	80
SO 11101 Social Studies, Religion and Culture	40
SO 11102 History	40
HP 11101 Health and Physical Education	80
AR 11101 art	40
OT 11101 Occupation	40
FO 11101 English	120
additional courses	120
I 11201 Chinese	40
S 11203 STEAM Education	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
total class time	1200 hours/year

School curriculum structure (SMP Program, academic year 2026) Grade 2

course/activity	Study time (hours/year)
basic course	840
TH 12101 Thai language	200
M 12101 Mathematics	200
SC 12101 Science and Technology	80
SO 12101 Social Studies, Religion and Culture	40
SO 12102 History	40
HP 12101 Health and Physical Education	80
AR 12101 art	40
OT 12101 Occupation	40
FO 12101 English	120
additional courses	120
I 12201 Chinese	40
S 12203 STEAM Education	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
total class time	1200 hours/year

School curriculum structure (SMP Program, academic year 2026) Grade 3

course/activity	Study time (hours/year)
basic course	840
TH 13101 Thai language	200
M 13101 Mathematics	200
SC 13101 Science and Technology	80
SO 13101 Social Studies, Religion and Culture	40
SO 13102 History	40
HP 13101 Health and Physical Education	80
AR 13101 art	40
OT 13101 Occupation	40
FO 13101 English	120
additional courses	120
I 13201 Chinese	40
S 13203 STEAM Education	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
total class time	1200 hours/year

School curriculum structure (SMP Program, academic year 2026) Grade 4

course/activity	Study time (hours/year)
basic course	840
TH 14101 Thai language	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social Studies, Religion and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 art	40
OT 14101 Occupation	40
FO 14101 English	120
additional courses	120
I 14201 Knowledge Inquiry	40
I 14201 Chinese	40
S 14203 STEAM Education	40
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
total class time	1200 hours/year

School curriculum structure (SMP Program, academic year 2026) Grade 5

course/activity	Study time (hours/year)
basic course	840
TH 15101 Thai language	160
M 15101 Mathematics	160
SC 15101 Science and Technology	120
SO 15101 Social Studies, Religion and Culture	80
SO 15102 History	40
HP 15101 Health and Physical Education	80
AR 15101 art	40
OT 15101 Occupation	40
FO 15101 English	120
additional courses	120
I 15201 Knowledge Inquiry	40
I 15201 Chinese	40
S 15203 STEAM Education	40
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
total class time	1200 hours/year

School curriculum structure (SMP Program, academic year 2026) Grade 6

course/activity	Study time (hours/year)
basic course	840
TH 16101 Thai language	160
M 16101 Mathematics	160
SC 16101 Science and Technology	120
SO 16101 Social Studies, Religion and Culture	80
SO 16102 History	40
HP 16101 Health and Physical Education	80
AR 16101 art	40
OT 16101 Occupation	40
FO 16101 English	120
additional courses	120
I 16201 Knowledge Inquiry	40
I 16201 Chinese	40
S 16203 STEAM Education	40
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
Total Class Time (Curriculum Structure)	1,080 hours/year
Extra-curricular activities	120
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
total class time	1200 hours/year

Course description

Course description

Arts

Code : AR11101

Grade 1

Time : 40 hours/Year

Visual Arts

Study and analyze the shapes, features, and sizes of objects in nature and man-made creations, as well as emotional responses to nature and the surrounding environment. Practice using materials and tools such as clay, plasticine, colored pencils, paintbrushes, paper, and crayons to create visual artworks inspired by local culture and the ASEAN community. Express personal emotions through painting based on the philosophy of sufficiency economy. Identify visual arts in daily life through analytical thinking, group discussions, data research, and recording, in order to gain knowledge, understanding, and appreciation of applying art in everyday life and supplementary artistic activities.

Music

Study and analyze the origin and characteristics of sound, such as volume (loud-soft) and tempo (fast-slow). Engage in activities including poem recitation, singing simple songs, rhythm tapping, and movement with music. Identify songs used in daily life, such as lullabies and traditional play songs from Thailand and ASEAN. Explore the origins and cultural significance of local songs using analytical thinking, discussion, teamwork, research, and data recording to foster knowledge, understanding, communication skills, work commitment, and appreciation for applying music in daily life and musical enrichment activities.

Performing Arts (Dance)

Study and imitate various natural movements of humans, animals, and objects. Perform simple expressive gestures using body language and movement with songs related to nature and animals. Be a good audience member. Recognize and participate in traditional Thai children's games and dance performances. Appreciate visual arts, music, and dance as cultural heritage and local wisdom from Thailand and ASEAN. Apply analytical thinking, discussion, teamwork, research, and data recording to develop knowledge, understanding, communication skills, and appreciation for applying performing arts in daily life and cultural activities.

11 Formative Assessment Indicators

AR 1.1 Gr.1/1, Gr.1/2, Gr.1/3

AR 2.1 Gr.1/1, Gr.1/3, Gr.1/5

AR 2.2 Gr.1/1, Gr.1/2

AR 3.1 Gr.1/1, Gr.1/3

AR 3.2 Gr.1/2

7 Summative Assessment Indicators

AR 1.1 Gr.1/4, Gr.1/5

AR 1.2 Gr.1/1

AR 2.1 Gr.1/2, Gr.1/4

AR 3.1 Gr.1/2

AR 3.2 Gr.1/1

Total: 18 indicators

Course description

Arts

Code : AR12101

Grade 2

Time : 40 hours/Year

Visual Arts

Study the shapes and forms found in nature and the environment. Identify the visual elements in the environment and visual art works, emphasizing lines, colors, shapes and forms. Create various visual arts using visual elements that emphasize lines and shapes. Have basic skills in using materials and equipment to create 3D visual arts. Create collages by cutting or tearing paper. Draw pictures to tell the story of your family and your neighbors. Choose visual art and describe what you see, including the content and story. Create visual art in the form of a moving structure. Explain the importance of visual art found in everyday life. Discuss various types of local visual art, emphasizing the methods of creation and the materials used.

Music

Identify the source of the sound heard, identify the characteristics of high-low, loud-soft, long-short sounds of music, tap the rhythm or move the body to match the content of the song, sing simple songs that are appropriate for the age. Tell the meaning and significance of the songs you hear. Tell the relationship between vocals and musical instruments in local songs using simple words. Show and participate in local musical activities.

Thai dance

Study the elements of Thai dance and folk dance to create body movements in a structured manner, using dance gestures and dance terminology to communicate meaning and creatively demonstrate gestures. Be polite when watching the show, be proud of it, and be happy in society.

16 Formative Assessment Indicators

AR 1.1 Gr2/1, Gr2/2, Gr2/4, Gr2/6

AR 1.2 Gr2/1

AR 2.1 Gr2/1, Gr2/2, Gr2/3, Gr2/5

AR 2.2 Gr2/2

AR 3.1 Gr2/1, Gr2/2, Gr2/3, Gr2/5

AR 3.2 Gr2/1, Gr2/3

9 Summative Assessment Indicators

AR 1.1 Gr2/3, Gr2/5, Gr2/7, Gr2/8

AR 1.2 Gr2/2

AR 2.1 Gr2/4

AR 2.2 Gr2/1

AR 3.1 Gr2/4

AR 3.2 Gr2/2

Total 25 Indicators

Course description

Arts

Code : AR13101

Grade 3

Time : 40 hours/Year

Visual Arts

Study and analyze the shapes and forms in nature, the environment, and works of visual arts. Identify natural materials and tools available locally, applying the concept of sufficiency economy in creating works of art. When viewing works of visual arts, describe the rationale and techniques used in the creation process, focusing on materials, equipment, and classification of visual elements found in nature, the environment, and works of visual art. Key visual elements include line, color, shape, form, and texture. Develop basic skills in using materials and tools for sculpting, drawing, and painting objects around them. Express thoughts and feelings from real-life events through the use of lines, shapes, forms, colors, and textures. Identify strengths and areas for improvement in their own artwork. Classify and group images based on key visual elements emphasized in the artwork. Describe shapes and forms used in designing items found in homes and schools. Discuss the origins of local visual arts and explain materials, tools, and methods used to create local artwork and works from the ASEAN community. Use critical thinking, group discussion, research, and data recording to understand the value and application of knowledge in everyday life and activities related to arts.

Music

Study and analyze the appearance and sounds of musical instruments encountered in daily life. Identify key characteristics of local music and ASEAN community music, emphasizing the significance and benefits of music to the community's daily life. Use images or symbols to represent sound and rhythm. Discuss the role of songs they hear, and practice simple vocal and instrumental performances. Move in ways that align with the emotions of the music. Express opinions about the music and singing of themselves and others. Understand the appropriate use of music in daily life and various events through critical thinking,

group discussion, research, and data recording. This approach fosters knowledge, understanding, communication skills, and appreciation for the practical use of music in daily life and music promotion activities.

Dance

Study and analyze the creation of movements in various forms such as traditional circle dances, royal compositions, and short performances. Compare the roles of performers and audience members. Participate in age-appropriate performance activities and understand the benefits of performing arts in daily life. Share experiences of dance performances seen in local communities and ASEAN countries. Identify unique features and characteristics of local dance performances. Explain the importance of dance performances, using critical thinking, group discussion, research, and data recording to gain knowledge, understanding, and the ability to communicate the value of incorporating knowledge into daily life and promoting dance activities.

21 Formative Assessment Indicators

AR 1.1 Gr3/1, Gr3/2, Gr3/3, Gr3/4, Gr3/5, Gr3/9, Gr3/10

AR 1.2 Gr3/1

AR 2.1 Gr3/1, Gr3/2, Gr3/3, Gr3/5, Gr3/6, Gr3/7

AR 2.2 Gr3/1

AR 3.1 Gr3/1, Gr3/3, Gr3/4, Gr3/5

AR 3.2 Gr3/1, Gr3/3

8 Summative Assessment Indicators

AR 1.1 Gr3/6, Gr3/7, Gr3/8

AR 1.2 Gr3/2

AR 2.1 Gr3/4

AR 2.2 Gr3/2

AR 3.1 Gr3/2

AR 3.2 Gr3/2

Total 29 Indicators

Course description

Arts

Code : AR14101

Grade 4

Time : 40 hours/Year

Art

To understand and have a cognitive orientation about appearances, shapes, environmental natural. To study about tone color are including of warm tone color, cool tone color, natural and visual arts elements. Have a skill to use art materials and tools to create printmaking and drawing. To create the visual arts with art elements, dimensions, tone, shading and warm – cool tone colors. To appreciate the value of visuals art knowledge with true story, local cultural tradition, how to use art materials, tools appropriately and be responsible with art works.

Music

To understand and have a cognitive orientation about sounds origin, sounds functions and rhythm tempo in daily life and ASEAN community. Have participated with musical activity with easy song and have admirable with musical.

Dancing

To understand and have a cognitive orientation about Thai dancing performance, Thai local performance and drama. To create the moving, make a presentation of clothes and backstage. To understand the relation between Thai dancing performance and drama in daily life. To create and practice Thai dancing and local performance. Be a good audience and have a knowledge to analyze and criticize about Thai dancing performance. To appreciate the value of Thai dancing performance and drama.

Local-related content

To understand and have a cognitive orientation about the local visual arts.

To understand and have a cognitive orientation about the Thai local songs and identify the favorite things in local song.

To understand and have a cognitive orientation about the importance of Thai local dancing performance

18 Formative Assessment Indicators

AR 1.1 Gr4/1, Gr4/2, Gr4/4, Gr4/5, Gr4/9

AR 1.2 Gr4/2

AR 2.1 Gr4/3, Gr4/4, Gr4/6, Gr4/7

AR 2.2 Gr4/2

AR 3.1 Gr4/1, Gr4/3, Gr4/4, Gr4/5

AR 3.2 Gr4/1, Gr4/3, Gr4/4

11 Summative Assessment Indicators

AR 1.1 Gr4/3, Gr4/6, Gr4/7, Gr4/8,

AR 1.2 Gr4/1

AR 2.1 Gr4/1, Gr4/2, Gr4/5

AR 2.2 Gr4/1

AR 3.1 Gr4/2

AR 3.2 Gr4/2

Total 29 Indicators

Course description

Arts

Code : AR15101

Grade 5

Time : 40 hours/Year

Art

To understand and have a cognitive orientation about visual arts components and appearances are including of rhythm, compositions, shading, tone and tone color of environment living things. To compare the difference of the visual art from art tools or materials and different methods. To create sculpture arts, print making, art compositions and to appreciate the visual arts in imagination and apply the knowledge in daily life.

Music

To understand and have a cognitive orientation about express feeling from the song with music components, singer features, music band features, music's signs and symbols, the methods of harmony musical instrument, Thai singing in duple meter's, national or Thai song, Canon round harmony, create music lyrics, Thai dancing performance musical instrument, sounds creation with the story. The local tradition and ASEAN community musical functions with listening, observation, criticizing, discussing, classification, determine and summarizing the knowledge about all music components are including of singer features, music band features, music's signs and symbols, the methods of harmony musical instrument, Thai singing in duple meter, national or Thai song, Canon round harmony, create music lyrics, Thai dancing performance musical instrument, sounds creation with the story. The local tradition and ASEAN community musical functions.

Dancing

To understand and have a cognitive orientation about Thai dancing performance components are including of music or imagination with body language and dancing words. Have participated with storyboard writing or skit, Thai local dancing performance that reflected to culture and tradition and types of Thai dancing performances. Have a knowledge from performance participation with expressing idea, criticizing, comparison, developing skills, expressing the idea to have a conservation. To appreciate the Thai dancing performance value.

Local-related content

To discuss about visual arts that reflected to culture and local wisdom.

To explain about the value of culture and local wisdom.

To compare and identify the different things in Thai local performances.

To appreciate the value of visual arts, music, and Thai dancing performance are culture heritage, Thai, local and national wisdom.

16 Formative Assessment Indicators

AR 1.1 Gr5/1, Gr5/5

AR 1.2 Gr5/1, Gr5/2

AR 2.1 Gr5/2, Gr5/3, Gr5/4, Gr5/6, Gr5/7

AR 2.2 Gr5/2

AR 3.1 Gr5/1, Gr5/2, Gr5/4, Gr5/6

AR 3.2 Gr5/1, Gr5/2

10 Summative Assessment Indicators

AR 1.1 Gr5/2, Gr5/3, Gr5/4, Gr5/6, Gr5/7

AR 2.1 Gr5/1

AR 2.2 Gr5/1

AR 3.1 Gr5/3, Gr5/5

AR 3.2 Gr4/2

Total 26 Indicators

Course description

Arts

Code : AR16101

Grade 6

Time : 40 hours/Year

Art

To understand and have a cognitive orientation about visual arts components are including of appearances, shapes, textures, colors, shading, visual arts materials and tools basic skills. To express an idea and feeling. To understand and have a cognitive orientation about the measurement of proportions, balancing, value, shading and complementary colors to create two or three dimensions visual arts, drawing, sculpture, printmaking. To understand and create diagram, chart and the pictures with own imagination. To compare the different things of visual arts with tools or materials and methods. To understand the problem of art compositions, decreasing and increasing of sculpture's method. To express an idea of visual arts, improving and practicing. To appreciate the value of visual arts for people's living. To create the visual arts with art components and make a presentation of imagination visual arts with appropriate materials and tools. To analyze, criticize and discuss the value of visual arts. To understand the relation between the visual arts, history and culture. To appreciate the visual art's culture heritage, Thai, local and national wisdom with daily life.

Music

To understand and have a cognitive orientation about music compositions and musical words. To identify Thai and national's musical instrument types and functions, signs and symbols, reading and writing Thai and national noted. Have ability to play musical instrument with singing follows the rhythm. To understand Thai musical's history and identify types of music in each period. To discuss the influence of culture to local music and ASEAN community with listening, observation, analyzing, discussing, identification and determine. To practice and summarizing the musical compositions and musical words about Thai and national musical instrument functions, signs and symbols, Thai song in duple meter, song's scale of C major singing. To create the rhythm and tempo rhythm and express the feeling and idea about the song that reflected to cultural heritage and Thai, local, national wisdom.

Dancing

To understand and have a cognitive orientation about Thai dancing performance, Thai local and drama. To create the performance moving and presentation, clothes and backstage. To understand performance's manners and the relation of Thai dancing performance and

drama. To analyze, criticize, discuss and explain an idea to Thai dancing's performance. To appreciate the value of Thai dancing performance and drama. Know the rules or manners of performance participation.

16 Formative Assessment Indicators

AR 1.1 Gr6/1, Gr6/2

AR 1.2 Gr6/1, Gr6/3

AR 2.1 Gr6/1, Gr6/2, Gr6/3, Gr6/5

AR 2.2 Gr6/2, Gr6/3

AR 3.1 Gr6/2, Gr6/3, Gr6/4, Gr6/5, Gr6/6

AR 3.2 Gr6/1

11 Summative Assessment Indicators

AR 1.1 Gr6/3, Gr6/4, Gr6/5, Gr6/6, Gr6/7

AR 1.2 Gr6/2

AR 2.1 Gr6/4, Gr6/6

AR 2.2 Gr6/1

AR 3.1 Gr6/1

AR 3.2 Gr6/2

Total 27 Indicators

Course Structure

Course Structure

Code : AR11101

Arts

Grade 1

Time : 40 hours/Year

Unit	Unit Title	Learning Standard / Indicator	Time (Hours)	Mid-Year (80)	Year-End (20)
1	Introduction to Visual Arts	AR 1.1 Gr.1/1, Gr.1/2, Gr 1/5	10	20	5
2	Fundamentals of Thai Dance	AR 3.1 Gr.1/1, Gr.1/2, Gr.1/3	4	7	2
3	Creative Movements	AR 3.1 Gr.1/1, Gr.1/2, Gr.1/3	3	7	1
4	Preserving Traditional Games	AR 3.2 Gr.1/1, Gr.1/2	3	6	2
Assessment Summary 1				40	10
5	My Feelings	AR 1.1 Gr.1/3, Gr.1/4	6	12	3
6	Appreciating Local Arts	AR 1.2 Gr.1/1	4	8	2
7	The Magic of Sounds	AR 2.1 Gr.1/1	2	3	1
8	Musical Activity Integration	AR 2.1 Gr.1/2, Gr.1/3, Gr.1/4	3	8	2
9	Singing and Performing Melodies	AR 2.1 Gr.1/5	2	4	1
10	Legends of Local Songs	AR 2.2 Gr.1/1, Gr.1/2	3	5	1
Assessment Summary 2				40	10
Year-End Total Assessment				80	20

Course Structure

Code : AR12101

Arts

Grade 2

Time : 40 hours/Year

Chapter	Content	Standard of Art	Time (hour) 40	Score (100)	
				Continuous assessment score 80 points	Final examination score 20 points
1	Art and nature	AR 1.1 Gr2/1, Gr2/2, Gr2/3, Gr2/4, Gr2/5	5	10	3
2.	Draw a picture to tell a story	AR 1.1 Gr2/1, Gr2/2, Gr2/6, Gr2/7, Gr2/8	5	10	2
3	Let's move	AR 3.1 Gr2/1	2	3	1
4	Proud and admired	AR 3.1 Gr2/2	1	3	1
5	Popular Thai dance	AR 3.1 Gr2/3, Gr2/4, Gr2/5	4	7	2
6	Preserve traditional games	AR 3.2 Gr2/1, Gr2/2, Gr2/3	3	7	1
Total scores of the first assessment				40	10
7	Funny Mobile	AR 1.1 Gr2/8	4	8	2
8	Continuing the Art	AR 1.2 Gr2/1, Gr2/2	6	12	3
9	Funny sound	AR 2.1 Gr2/1, Gr2/2	3	5	2
10	Enjoyable rhythm	AR 2.1 Gr2/3	2	4	1
11	Cheerful music	AR 2.1 Gr2/4, Gr2/5	2	5	1
12	Lively activities	AR 2.2 Gr2/1, Gr2/2	3	6	1
Total scores of the second assessment				40	10
Total assessment scores throughout the academic year				80	20

Course Structure

Code : AR13101

Arts

Grade 3

Time : 40 hours/Year

Chapter	Content	Grade-level indicators	Time (Hours)	Total score (100)	
				Mid-Year	End-Year
1	Art and Nature	AR 1.1 Gr. 3/1, Gr. 3/2, Gr. 3/3	5	12	3
2	Preserving Art, Life, and Local Art	AR 1.2 Gr. 3/1, Gr. 3/2	5	8	2
3	The Origin of Music	AR 2.1 Gr. 3/3	1	2	1
4	Music Skills	AR 2.1 Gr. 3/2, Gr. 3/4	2	6	-
5	Music Listening	AR 2.1 Gr. 3/5	1	3	-
6	The Sound of Musical Instruments	AR 2.1 Gr. 3/1, Gr. 3/6	2	3	-
7	Music and Daily Life	AR 2.1 Gr. 3/7	1	2	1
8	Aesthetic Music in Daily Life	AR 2.2 Gr. 3/1	2	2	1
9	Heritage in Local Community	AR 2.2 Gr. 3/2	1	2	2
Total scores of 1st Semester				40	10
10	Creative Artworks	AR 1.1 Gr. 3/4, Gr. 3/5, Gr. 3/6, Gr. 3/7, Gr. 3/8, Gr. 3/9, Gr. 3/10	10	20	5
11	Creative Movements	AR 3.1 Gr. 3/1, Gr. 3/2	2	5	2
12	Participation in Activities	AR 3.1 Gr. 3/3, Gr. 3/4	3	5	-
13	Applying Arts to Daily Life	AR 3.1 Gr. 3/5	2	5	1

Chapter	Content	Grade-level indicators	Time (Hours)	Total score (100)	
				Mid-Year	End-Year
14	Local Dance Performance	AR 3.2 Gr. 3/1, Gr. 3/2, Gr. 3/3	3	5	2
Total scores of 2 nd Semester				40	10
Total scores of all year				80	20

Course Structure

Code : AR14101

Arts

Grade 4

Time : 40 hours/Year

Chapter	Content	Grade-level indicators	Time (Hours) 40	Total score (100)	
				Midterm examination	Final examination
1	The Color of art works	AR1.1 Gr.4/2, AR1.1 Gr.4/7, AR1.1 Gr.4/9	6	10	3
2	The Colors of painting	AR1.1 Gr.4/5, AR1.1 Gr.4/6	4	10	2
3	The musical poetry	AR2.1 Gr.4/1, AR2.1 Gr.4/2, AR2.1 Gr.4/3,	3	5	2
4	Thai musical instrument	AR2.2 Gr.4/1	1	5	1
5	The melody of songs	AR2.1 Gr.4/4 AR2.1 Gr.4/5	4	5	1
6	The local culture musical conservation	AR2.2 Gr.4/1 AR2.2 Gr.4/2			
Total Semester: 1st				40	10
7	Visual art components	AR1.1 Gr.4/1, AR1.1 Gr.4/3	2	5	1
8	Print making	AR1.1 Gr.4/4, AR1.1 Gr.4/8	4	5	2
9	Local wisdom visual arts	AR1.2 Gr.4/1, AR1.1 Gr.4/2,	4	10	2
10	Local dancing value and history	AR3.2 Gr.4/1, AR3.2 Gr.4/2, AR3.2 Gr.4/3, AR3.2 Gr.4/4	2	4	1

Chapter	Content	Grade-level indicators	Time (Hours) 40	Total score (100)	
				Midterm examination	Final examination
11	Basic Thai dancing performance	AR3.1 Gr.4/1 AR3.1 Gr.4/2 AR3.1 Gr.4/4	2	8	2
12	The creative dance style	AR3.1 Gr.4/4	6	8	2
Total Semester: 2 nd				40	10
Total score all year				80	20

Course Structure

Code : AR15101

Arts

Grade 5

Time : 40 hours/Year

Chapter	Content	Grade-level indicators	Time (Hours) 40	Total score (100)	
				Midterm examination	Final examination
1	The new perspective	AR1.1 Gr.5/1, AR1.1 Gr.5/2, AR1.1 Gr.5/7,	3	5	2
2	Visual arts new techniques	AR1.1 Gr.5/3 AR1.1 Gr.5/6 AR1.1 Gr.5/7	7	15	3
3	The colorful of music	AR2.1 Gr.5/1 AR2.1 Gr.5/2	2	5	1
4	The relation of noted	AR2.1 Gr.5/3 AR2.1 Gr.5/4	3	5	1
5	Singing intonation	AR2.1 Gr.5/5 AR2.1 Gr.5/6	2	5	1
6	Local musical instrument	AR2.1 Gr.5/7 AR2.2 Gr.5/1 AR2.2 Gr.5/2	3	5	2
Total Semester: 1st				40	10
7	The visual arts creation	AR1.1 Gr.5/4 AR1.1 Gr.5/5 AR1.1 Gr.5/7	5	10	3
8	The conservative of local wisdom and local visual arts	AR1.2 Gr.5/1 AR1.2 Gr.5/2	5	10	2
9	The conservative of Thai dancing performance	AR3.1 Gr.5/1 AR3.1 Gr.5/2 AR3.1 Gr.5/3	4	8	2

Chapter	Content	Grade-level indicators	Time (Hours) 40	Total score (100)	
				Midterm examination	Final examination
10	Drama references	AR3.1 Gr.5/4 AR3.1 Gr.5/5 AR3.1 Gr.5/6	4	4	1
11	Local tradition Thai dancing performance	AR3.2 Gr.5/1 AR3.2 Gr.5/2	2	8	2
Total Semester: 2 nd				40	10
Total score all year				80	20

Course Structure

Code : AR16101

Arts

Grade 6

Time : 40 hours/Year

Chapter	Content	Grade-level indicators	Time (Hours) 40	Total score (100)	
				Midterm examination	Final examination
1	Proportions, lines, shading, and tone	AR1.1 Gr.6/1 AR1.1 Gr.6/2 AR1.1 Gr.6/6	6	14	3
2	The creative of mind map	AR1.1 Gr.6/3 AR1.1 Gr.6/7	4	6	2
3	Beautiful movement	AR3.1 Gr.6/1 AR3.1 Gr.6/2	3	4	1
4	The appreciation of Thai dancing performance	AR3.1 Gr.6/3 AR3.1 Gr.6/4	2	10	1
5	The relation of Thai dancing performance	AR3.1 Gr.6/5 AR3.1 Gr.6/6	3	3	2
6	The importance of Thai dancing performance	AR3.2 Gr.6/1 AR3.2 Gr.6/2	2	3	1
Total Semester: 1st				40	10
7	Shape's space	AR1.1 Gr.6/4 AR1.1 Gr.6/5	4	14	4
8	Culture respect	AR1.2 Gr.6/1 AR1.2 Gr.6/2 AR1.2 Gr.6/3	6	6	1
9	The various musical	AR2.1 Gr.6/1 AR2.1 Gr.6/2	3	3	1
10	Painting with sound	AR2.1 Gr.6/3 AR2.1 Gr.6/4	2	10	1
11	Musical voice	AR2.1 Gr.6/5	2	3	1

Chapter	Content	Grade-level indicators	Time (Hours) 40	Total score (100)	
				Midterm examination	Final examination
11	Musical voice	AR2.1 Gr.6/6			
12	Thai musical	AR2.2 Gr.6/1 AR2.2 Gr.6/2 AR2.2 Gr.6/3	3	4	2
Total Semester: 2 nd				40	10
Total score all year				80	20

Weigh points according to
learning outcomes.

The table analysis indicators standard of Arts with the chapters
(Across the academic year)

Course Code: AR 11101

Grade 1

No.	Standards	Unit Plans										
		1	2	3	4	5	6	7	8	9	10	Total
1	AR1.1 Gr.1/1 To explain about shapes, appearance and size of environment objects and human creations.	7										7
2	AR1.1 Gr.1/2 To express the feeling to natural and environment.	6										6
3	AR1.1 Gr.1/3 Has the basic skill to use art tools and materials for making visual arts.					6						6
4	AR1.1 Gr.1/4 To create the visual arts by color techniques.					6						6
5	AR1.1 Gr.1/5 Environment drawing and painting.	7										7
6	AR1.2 Gr.1/1 To identify the daily life visual arts.						8					8
7	AR2.1 Gr.1/1 To understand the different of sounds or tone origins.							3				3
8	AR2.1 Gr.1/2 To describe the dynamic sound and tempo rhythm.								2			2

No.	Standards	Unit Plans										
		1	2	3	4	5	6	7	8	9	10	Total
9	AR2.1 Gr.1/3 To read poem or sing the song follow the rhythm.								2			2
10	AR2.1 Gr.1/4 To participate music activities								4			4
11	AR2.1 Gr.1/5 To explain the relation of daily life song.									4		4
12	AR2.2 Gr.1/1 To describe about local song.										3	3
13	AR2.2 Gr.1/2 To identify the favorite thing in local music.		2	2								4
14	AR3.1 Gr.1/1 Moving imitated		2	2								2
15	AR3.1 Gr.1/2 To express feeling via acting.		3	3								6
16	AR3.1 Gr.1/3 To explain the favorite things from watching and presentation.		2	2								4
17	AR3.2 Gr.1/1 To identify and know how to play Thai traditional play.				3							3
18	AR3.1 Gr.1/2 To explain the dancing favorite things.				3							3
Total scores		20	7	7	6	12	8	3	8	4	5	80

Indicators	Unit Plans											
	First semester				Second semester							
	1	2	3	4	5	6	7	8	9	10	Total	
AR1.1 Gr.1/1	7										7	
AR1.1 Gr.1/2	6										6	
AR1.1 Gr.1/3					6						6	
AR1.1 Gr.1/4					6						6	
AR1.1 Gr.1/5	7										7	
AR1.2 Gr.1/1						8					8	
AR2.1 Gr.1/1							3				3	
AR2.1 Gr.1/2								2			2	
AR2.1 Gr.1/3								2			2	
AR2.1 Gr.1/4								4			4	
AR2.1 Gr.1/5									4		4	
AR2.2 Gr.1/1										3	3	
AR2.2 Gr.1/2		2	2								4	
AR3.1 Gr.1/1		2	2								2	
AR3.1 Gr.1/2		3	3								6	
AR3.1 Gr.1/3		2	2								4	
AR3.2 Gr.1/1				3							3	
AR3.1 Gr.1/2				3							3	
Totals	5	2	1	2	3	2	1	2	1	1	20	
	10				10							

The table analysis indicators standard of Arts with the chapters
(Across the academic year)

Course Code: AR12101

Grade 2

[illegible]

No.	Standards	Unit Plans												
		1	2	3	4	5	6	7	8	9	10			Total
6	AR1.1 Gr.2/6 Drawing about people and family.		2											22
7	AR1.1 Gr.2/7 To choose the visual arts for describing about visual and story.		2											
8	AR1.1 Gr.2/8 To create the knetic art		2					8						`10
9	AR1.2 Gr.2/1 To explain the daily life visual arts importance.							6						6
10	AR1.2 Gr.2/2 To discuss about types of local visual art with creation's methods and tools or equipment.							6						6
11	AR2.1 Gr.2/1 To classify sounds or tone origins									2				2
12	AR2.1 Gr.2/2 To classify the quality of the dynamic sound.									3				3
13	AR2.1 Gr.2/3 To beat with the tempo rhythm and dace related with the lyrics.										4			4

No.	Standards	Unit Plans												
		1	2	3	4	5	6	7	8	9	10	11	12	Total
14	AR2.1 Gr.2/4 To sing the song appropriately.											2		2
15	AR2.1 Gr.2/5 To explain the meaning and the importance of song.											3		3
16	AR2.2 Gr.2/1 To explain the relation of musical instrument sound in local song.												3	3
17	AR2.2 Gr.2/2 To join and participate local music activity.												3	3
18	AR3.1 Gr.2/1 The acting of immovable and moveable.			3										3
19	AR3.1 Gr.2/2 The acting to reflect own feeling.				3									3
20	AR3.1 Gr.2/3 To express the action from performance					2								2
21	AR3.1 Gr.2/4 To create the dancing performance					3								3
22	AR3.1 Gr.2/5 Showing manners					2								2

No.	Standards	Unit Plans												
		1	2	3	4	5	6	7	8	9	10	11	12	Total
23	AR3.2 Gr.2/1 To identify and know how to play Thai traditional play.						2							2
24	AR3.2 Gr.2/2 To coordinate with Thai traditional play with Thai living.						3							3
25	AR3.2 Gr.2/3 To identify the favorite things and dignity of Thai traditional play.						2							2
Total scores		10	10	3	3	7	7	8	12	5	4	5	6	80

(Euler's formula is also)

G	G	L	AD10101	G	L	2
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Indicators	Unit Plans
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[illegible]

The table analysis indicators standard of Arts with the chapters
(Across the academic year)

Course Code: AR13101

Grade 3

No.	Standards	Unit Plans														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
1	AR1.1 Gr.3/1 To explain shapes and appearances in natural, environment and visual arts.	4														4
2	AR1.1 Gr.3/2 To identify visuals arts tools and materials.	4														4
3	AR1.1 Gr.3/3 To identify art components in environment and visual arts (lines, colors, shapes, appearances and textures)	4														4
4	AR1.1 Gr.3/4 To draw and paint things around in daily life.										3					3
5	AR1.1 Gr.3/5 Have a basic										3					3

No.	Standards	Unit Plans														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
	skill to use art tools and materials to create sculpture arts.															
6	AR1.1 Gr.3/6 Drawing to express the feeling about appearances textures and techniques										3					3
7	AR1.1 Gr.3/7 To describe reasons and method of visual arts with techniques and art tools and materials.										3					3
8	AR1.1 Gr.3/8 To appreciate and improve own visual arts,										2					2
9	AR1.1 Gr.3/9 To identify and classify picture follows with arts components.										3					3

[illegible]

No.	Standards	Unit Plans														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
16	AR2.1 Gr.3/4 Singing and playing appropriately.				3											3
17	AR2.1 Gr.3/5 To dance related with the music.					3										3
18	AR2.1 Gr.3/6 To share the opinion about playing music and singing the song.						2									2
19	AR2.1 Gr.3/7 To apply the music knowledge with daily life.							2								2
20	AR2.2 Gr.3/1 To identify local music features and identity.								2							2
21	AR2.2 Gr.3/2 To identify the importance and advantage of music for local life									2						2

[illegible]

No.	Standards	Unit Plans														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
	identity of dancing performance															
29	AR3.2 Gr.3/3 To explain the dancing importance.														1	1
Total scores		12	8	2	6	3	3	2	2	2	20	5	5	5	5	80

The table analysis indicators standard of Arts with the chapters

(End of the academic year)

Course Code: AR13101

Grade 3

[illegible]

Indicators	Unit Plans														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
AR3.2 Gr.3/1														0.5	0.5
AR3.2 Gr.3/2														1	1
AR3.2 Gr.3/3														0.5	0.5
Total scores	3	2	1	-	-	-	1	1	2	5	2	-	1	2	20
	10									10					

The table analysis indicators standard of Arts with the chapters
(Across the academic year)

Course Code: AR14101

Grade 4

[illegible]

No.	Standards	Unit Plans												
		1	2	3	4	5	6	7	8	9	10	11	12	Total
	art works.													
6	AR1.1 Gr.4/6 To describe the appearance of pictures including of composition, tone, and shading		5											5
7	AR1.1 Gr.4/7 To draw and paint with warm tone and cool tone color and express the feeling and use imagination with art works.	3												3
8	AR1.1 Gr.4/8 To compare the opinion of own and others visual arts,								2					2
9	AR1.1 Gr.4/9 To express the feeling of visual arts with tone color.	3												3
10	AR1.2 Gr.4/1 To identify and discuss about the visual arts in each situation and Thai local festivals.									4				4

[illegible]

No.	Standards	Unit Plans												
		1	2	3	4	5	6	7	8	9	10	11	12	Total
25	AR3.1 Gr.4/5 To describe the favorite things of the characters with signatures and outstanding characteristics.													-
26	AR3.2 Gr.4/1 To explain about dancing history.										1			1
27	AR3.2 Gr.4/2 To compare dancing performance with others tradition culture.										1			1
28	AR3.2 Gr.4/3 To explain the performance importance and to respect with dancing.										1			1
29	AR3.2 Gr.4/4 To explain the conservative reason for Thai dancing performance.										1			1
Total scores		10	10	5	5	5	5	7	5	8	4	8	8	80

The table analysis indicators standard of Arts with the chapters
(End of the academic year)

Course Code: AR14101

Grade 4

Indicators	Unit Plans												
	First semester						Second semester						Total
	1	2	3	4	5	6	7	8	9	10	11	12	
AR1.1 Gr.4/1							0.5						0.5
AR1.1 Gr.4/2	1												1
AR1.1 Gr.4/3							0.5						0.5
AR1.1 Gr.4/4								1					1
AR1.1 Gr.4/5		1											1
AR1.1 Gr.4/6		1											1
AR1.1 Gr.4/7	1												1
AR1.1 Gr.4/8								1					1
AR1.1 Gr.4/9	1												1
AR1.2 Gr.4/1									1				1
AR1.2 Gr.4/2									1				1
AR2.1 Gr.4/1			1										1
AR2.1 Gr.4/2			0.5										0.5
AR2.1 Gr.4/3			0.5										0.5
AR2.1 Gr.4/4					0.5								0.5
AR2.1 Gr.4/5					0.5								0.5
AR2.1 Gr.4/6													-
AR2.1 Gr.4/7													-
AR2.2 Gr.4/1				1		0.5							1.5
AR2.2 Gr.4/2						0.5							0.5
AR3.1 Gr.4/1											1		1
AR3.1 Gr.4/2											0.5		0.5
AR3.1 Gr.4/3													-
AR3.1 Gr.4/4												2	2
AR3.1 Gr.4/5													-
AR3.2 Gr.4/1										0.5			0.5

The table analysis indicators standard of Arts with the chapters
(Across the academic year)

Course Code: AR15101

Grade 5

No.	Standards	Unit Plans											Total
		1	2	3	4	5	6	7	8	9	10	11	
1	AR1.1 Gr.5/1 To describe the rhythm of things around in environment and visual arts.	3											3
2	AR1.1 Gr.5/2 To compare the similarity and difference of visual arts with arts tools or materials creation and different methods.	1											1
3	AR1.1 Gr.5/3 To draw with the shading, value color and tone technique.		5										5
4	AR1.1 Gr.5/4 To create sculpture art with clay or plasticine.							3					3
5	AR1.1 Gr.5/5 To create print making with the things around composition in the picture.							3					3

No.	Standards	Unit Plans											
		1	2	3	4	5	6	7	8	9	10	11	Total
	type of music band.												
12	AR2.1 Gr.5/3 To read and write pentatonic scale of Thai and national music.				2								2
13	AR2.1 Gr.5/4 Have a skill to play musical instrument and rhythm.				3								3
14	AR2.1 Gr.5/5 To sing national or Thai song with appropriate age.					3							3
15	AR2.1 Gr.5/6 To improvise the song.					2							2
16	AR2.1 Gr.5/7 To express an imagination with music.						1						1
17	AR2.2 Gr.5/1 To explain the relation between music and others culture tradition.						2						2
18	AR2.2 Gr.5/2 To explain the music value from different culture.						2						2

No.	Standards	Unit Plans											
		1	2	3	4	5	6	7	8	9	10	11	Total
26	AR3.2 Gr.5/2 To identify or have a performance that reflects to culture and tradition.											5	5
Total scores		5	15	5	5	5	5	10	10	8	4	8	80

The table analysis indicators standard of Arts with the chapters (End of the academic year)

Course Code: AR15101

Grade 5

Indicators	Unit Plans											
	First semester						Second semester					Total
	1	2	3	4	5	6	7	8	9	10	11	
AR1.1 Gr.5/1	0.5											0.5
AR1.1 Gr.5/2	0.5											0.5
AR1.1 Gr.5/3		1										1
AR1.1 Gr.5/4							1					1
AR1.1 Gr.5/5							1					1
AR1.1 Gr.5/6		1										1
AR1.1 Gr.5/7	1	1					1					3
AR1.2 Gr.5/1								1				1
AR1.2 Gr.5/2								1				1
AR2.1 Gr.5/1			0.5									0.5
AR2.1 Gr.5/2			0.5									0.5
AR2.1 Gr.5/3				0.5								0.5
AR2.1 Gr.5/4				0.5								0.5
AR2.1 Gr.5/5					0.5							0.5
AR2.1 Gr.5/6					0.5							0.5
AR2.1 Gr.5/7						0.5						0.5
AR2.2 Gr.5/1						1						1
AR2.2 Gr.5/2						0.5						0.5
AR3.1 Gr.5/1									1			1
AR3.1 Gr.5/2									0.5			0.5
AR3.1 Gr.5/3									0.5			0.5
AR3.1 Gr.5/4												-
AR3.1 Gr.5/5										1		1
AR3.1 Gr.5/6												-
AR3.2 Gr.5/1											1	1
AR3.2 Gr.5/2											1	1
Total scores	2	3	1	1	1	2	3	2	2	1	2	20
	10						10					

The table analysis indicators standard of Arts with the chapters

(Across the academic year)

Course Code: AR16101

Grade 6

[illegible]

No.	Standards	Unit Plans												
		1	2	3	4	5	6	7	8	9	10	11	12	Total
7	AR1.1 Gr.6/7 To create the visual arts with drawing, charts and pictures to express the feeling and story or situations.		3											3
8	AR1.2 Gr.6/1 To describe the reflection of visual arts to living and social.								2					2
9	AR1.2 Gr.6/2 To discuss about the influence of believe in faith to the local visual arts.								2					2
10	AR1.2 Gr.6/3 To identify and describe the local influence to the personal visual arts creation.								2					2
11	AR2.1 Gr.6/1 To describe music components from the song or music.									2				2
12	AR2.1 Gr.6/2 To identify type and function of Thai and others culture musical instruments.									1				1

[illegible]

No.	Standards	Unit Plans												
		1	2	3	4	5	6	7	8	9	10	11	12	Total
20	AR3.1 Gr.6/1 To create moving and performance with dancing and feeling.			2										2
21	AR3.1 Gr.6/2 To design clothes or performance materials.			2										2
22	AR3.1 Gr.6/3 Dancing performance and drama				5									5
23	AR3.1 Gr.6/4 To express the feeling with dancing performance and creation drama.				5									5
24	AR3.1 Gr.6/5 To share an idea with the performance.				2									2
25	AR3.1 Gr.6/6 To explain the relation between dancing and drama with daily life.				1									1
26	AR3.2 Gr.6/1 To explain the importance of dancing and drama performance.					2								2
27	AR3.2 Gr.6/2 To identify an advantage from the performance or					1								1

No.	Standards	Unit Plans												
		1	2	3	4	5	6	7	8	9	10	11	12	Total
	watching the dancing and drama.													
Total scores		14	6	4	10	3	3	14	6	3	10	3	4	80

Grade 6

Indicators	Unit Plans												
	First semester						Second semester						Total
	1	2	3	4	5	6	7	8	9	10	11	12	
AR1.1 Gr.6/1	1												1
AR1.1 Gr.6/2	1												1
AR1.1 Gr.6/3		1											1
AR1.1 Gr.6/4							2						2
AR1.1 Gr.6/5							2						2
AR1.1 Gr.6/6	1												1
AR1.1 Gr.6/7		1											1
AR1.2 Gr.6/1								0.5					0.5
AR1.2 Gr.6/2													-
AR1.2 Gr.6/3								0.5					0.5
AR2.1 Gr.6/1									0.5				0.5
AR2.1 Gr.6/2									0.5				0.5
AR2.1 Gr.6/3										0.5			0.5
AR2.1 Gr.6/4										0.5			0.5
AR2.1 Gr.6/5											0.5		0.5
AR2.1 Gr.6/6											0.5		0.5
AR2.2 Gr.6/1												1	1
AR2.2 Gr.6/2												0.5	0.5
AR2.2 Gr.6/3												0.5	0.5
AR3.1 Gr.6/1			0.5										0.5
AR3.1 Gr.6/2			0.5										0.5
AR3.1 Gr.6/3				0.5									0.5
AR3.1 Gr.6/4				0.5									0.5
AR3.1 Gr.6/5					1								1
AR3.1 Gr.6/6					1								1
AR3.2 Gr.6/1						0.5							0.5
Total scores	3	2	1	1	2	1	4	1	1	1	1	2	20
	10						10						

Grade 1 Unit Design Framework

Chapter 1 Introduction to Visual Arts

Course Code: AR11101

Visual Arts

Grade 1

Time: 10 hours

Standard:

Standard AR 1.1: Create visual artworks based on imagination and creativity; analyze and critique the value of artworks; express thoughts and feelings freely through art; appreciate and apply artistic knowledge in daily life.

Grade level Indicators:

AR 1.1 Gr.1/1: Discuss shapes, characteristics, and sizes of various natural and man-made objects.

AR 1.1 Gr.1/2: Describe feelings toward nature and surrounding environments.

AR 1.1 Gr.1/5: Explain the relevance of music used in daily life.

Competencies of Learners

Shapes, characteristics, and sizes of objects in nature and the surrounding environment.

Core Concept

Art is a human creation that can be perceived visually and emotionally. Learning art fosters imagination and sensitivity. Visual art is perceived through sight and is created by human hands.

Attribute

- Thinking ability

Competency

- Determination in work

Assignments and Tasks

Assignments / Tasks	Evaluation	Activities
1. Drawing using lines 2. Concept mapping 3. Printing using visual elements emphasizing lines and shapes 4. Drawing tools used to create 3D visual art 5. Creating paper collage art	Students must meet a minimum assessment level of 2 for the following: - Drawing using lines - Concept mapping - Printing using visual elements emphasizing lines and shapes - Drawing tools used to create 3D visual art - Creating paper collage art	- Studying and drawing using lines - Learning through creating concept maps - Studying printing techniques using visual elements - Creating collage art using paper

Assessment Criteria

- | | |
|-------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Practical Skills: | Achieve level 2 or higher |
| 3. Personal Attributes: | Achieve level 2 or higher |

Evaluation Criteria

Evaluation Item	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Drawing with Lines	Beautiful and creative drawing matching the topic (80%+)	Beautiful and creative drawing matching the topic (70–79%)	Beautiful and creative drawing matching the topic (60–69%)	Drawing with teacher support, lacks creativity (<60%)
Concept Mapping	Able to create concept map (80%+)	Able to create concept map (70–79%)	Able to create concept map (60–69%)	Creates concept map with less than 60% accuracy
Printing with Visual Elements	Prints using elements emphasizing line and shape (80%+)	Prints using elements emphasizing line and shape (70–79%)	Prints using elements emphasizing line and shape (60–69%)	Prints using elements emphasizing line and shape (<60%)

Evaluation Item	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Drawing 3D Art Tools	Draws 3D art tools with 80%+ accuracy	Draws 3D art tools with 70–79% accuracy	Draws 3D art tools with 60–69% accuracy	Draws 3D art tools with <60% accuracy
Creating Paper Collage	Creates paper collage (80%+)	Creates paper collage (70–79%)	Creates paper collage (60–69%)	Creates paper collage (<60%)

Chapter 2 Fundamentals of Thai Dance

Course Code: AR11101

Visual Arts

Grade 1

Time: 4 hours

Content: Performing Arts (Thai Dance)

Standard:

Standard AR 3.1: Understand and express performing arts creatively. Analyze and critique the value of dance. Express feelings and ideas freely. Appreciate and apply knowledge of Thai dance in daily life.

Grade level Indicators:

AR 3.1 Gr.1/1: Imitate natural body movements.

AR 3.1 Gr.1/2: Perform simple gestures to convey meaning instead of words.

AR 3.1 Gr.1/3: Express preferences after watching or participating in a performance.

Competencies of Learners

Natural body movements form the foundation of dance and help convey feelings and emotions.

Core Concept

Imitating natural body movements helps develop imagination and physical agility. Such activities also bring enjoyment to both performers and the audience.

Attribute

- Problem-solving skills

Competency

- Demonstrate self-discipline

Assignments and Tasks

Assignments / Tasks	Evaluation	Activities
1. Design gestures based on natural movements 2. Perform stationary and moving body movements	Students must achieve a performance level of 2 or above.	- Design body movements based on nature - Practice stationary and mobile movements - Study and apply natural movement gestures - Learn and practice body movements in place and in motion

Assessment Criteria

- | | |
|-------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Practical Skills: | Achieve level 2 or higher |
| 3. Personal Attributes: | Achieve level 2 or higher |

Evaluation Criteria

Evaluation Item	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Designing Gestures Based on Nature	Able to design natural gestures with 80% accuracy or more	Able to design natural gestures with 70–79% accuracy	Able to design natural gestures with 60–69% accuracy	Designs natural gestures with less than 60% accuracy
Stationary and Moving Movements	Performs stationary and moving body movements with 80% accuracy or more	Performs stationary and moving body movements with 70–79% accuracy	Performs stationary and moving body movements with 60–69% accuracy	Performs stationary and moving body movements with less than 60% accuracy

Chapter 3 Creative Movements

Course Code: AR11101

Dance

Grade 1

Time: 3 hours

Content: Visual Arts

Standard:

Standard AR 3.1: Understand and express performing arts creatively. Analyze and critique the value of dance. Express thoughts and feelings freely. Appreciate and apply knowledge of Thai dance in daily life.

Grade level Indicators:

AR 3.1 Gr.1/1: Imitate body movements.

AR 3.1 Gr.1/2: Perform simple gestures to convey meaning.

AR 3.1 Gr.1/3: Express personal preferences after observing or participating in performances.

Competencies of Learners

- Performing gestures along with songs related to nature and animals.

Core Concept

Performing body movements to music helps develop imagination and creativity. It also promotes emotional development and physical agility.

Attribute

- Technological literacy

Competency

- Appreciation of Thai identity

Assignments and Tasks

Assignments / Tasks	Evaluation	Activities
1. Create dance movements for songs: 'Nam Mee Pla', 'Whispering Khaen', 'Khmer Khampor', and simple patriotic songs 2. Create a concept map to analyze the meanings, expressions, and emotions of the songs 3. Create props such as animal head masks 4. Record personal reflections on performing movements to music	Students must achieve at least level 2 in the assessment criteria.	- Create dance movements to accompany selected songs - Analyze song meanings and emotional content through concept mapping - Create performance props such as animal headgear - Reflect on feelings through dance and movement activities

Assessment Criteria

- | | |
|-------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Practical Skills: | Achieve level 2 or higher |
| 3. Personal Attributes: | Achieve level 2 or higher |

Evaluation Criteria

Evaluation Item	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Creating Dance Movements for Selected Songs	Creates dance movements with 80% accuracy or more	Creates dance movements with 70–79% accuracy	Creates dance movements with 60–69% accuracy	Creates dance movements with less than 60% accuracy

Evaluation Item	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Concept Map: Analysis of Meaning, Expression, and Emotion	Creates concept map with 80% accuracy or more	Creates concept map with 70– 79% accuracy	Creates concept map with 60–69% accuracy	Creates concept map with less than 60% accuracy
Creating Performance Props (e.g., animal heads)	Creates performance props with 80% accuracy or more	Creates performance props with 70– 79% accuracy	Creates performance props with 60– 69% accuracy	Creates performance props with less than 60% accuracy
Recording Feelings from Movement Activities	Records feelings from movement with 80% accuracy or more	Records feelings from movement with 70–79% accuracy	Records feelings from movement with 60–69% accuracy	Records feelings from movement with less than 60% accuracy

Chapter 4 Preserving Traditional Play

Course Code: AR11101

Dance

Grade 1

Time: 3 hours

Standard: AR 3.2 Demonstrate an understanding of the relationship between dance, history, and culture; recognize the value of dance as a cultural heritage, encompassing local wisdom, as well as Thai and global traditions.

Grade level Indicator:

AR 3.2 Gr.1/1: Identify and participate in traditional Thai children's games and play activities.

AR 3.2 Gr.1/2: Describe personal preferences in dance performances.

Competencies of Learners

- Principles, methods and rules of traditional games such as Banana rib hobbyhorse riding, Trapping the fish, Catching the last one in the line, snatch the snake's baby, Hiding a cloth behind one's back.

Teaching and Learning Activities

Thai children's games are fun and useful. Therefore, we should cooperate in preserving Thai children's games so that they will continue to exist.

Attribute

- Competence in life skills

Competency

- Appreciate Thai Identity

Assignments and Tasks

Assignments / Tasks	Evaluation	Activities
1. Making simple folk toys. 2. Conceptual map of folk games. 3. Summarize knowledge from Folk games.	Passing the assessment criteria from level 2. - Making simple folk toys. - Conceptual map of folk games. - Summarize knowledge from Folk games.	- Learning from making Toys. - Learning from doing Concept map.

Assessment Criteria

- | | |
|-------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Practical Skills: | Achieve level 2 or higher |
| 3. Personal Attributes: | Achieve level 2 or higher |

Evaluation Criteria

Rubic Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Making simple folk toys.	Students can make simple folk toys at least 80%.	Students can create simple folk toys at least 70-79%.	Students can create simple folk toys at least 60-69%.	Students can create simple folk toys, less than 60%.
2. Conceptual map of folk games.	Students can create concept maps at least 80% or more.	Students can create concept maps at least 70-79%.	Students can create concept maps at least 60-69%.	Students can create concept maps at less than 60%.
3. Summarize knowledge from Folk games.	Students can summarize knowledge from folk games at least 80%.	Students can summarize knowledge from folk games at least 70-79%.	Students can summarize knowledge from folk games at least 60-69%.	Students can summarize knowledge from folk games at less than 60%.

Chapter 5 My feelings

Course Code: AR11101

Visual Arts

Grade 1

Time: 6 hours

Standard: AR 1.1 Create visual artworks based on imagination and creativity; analyze and critique the value of visual art; freely express emotions and ideas through artistic works appreciate and apply art in daily life.

Grade level Indicator:

AR 1.1 Gr.1/3: Demonstrate basic practical skills in using materials and tools for creating visual art.

AR 1.1 Gr.1/4: Create visual artworks by experimenting with colors using simple techniques.

Competencies of Learners

- Drawing to tell a story, choosing to describe the content of a story in visual art

Teaching and Learning Activities

- Nature and the environment affect our feelings.

Attribute

- Competence in life skills

Competency

- Live in sufficiency

Assignments and Tasks

Assignments / Tasks	Evaluation	Activities
1. Draw pictures to express Stories about your family and your neighbors. 2. Create visual art by Experimenting with colors with simple techniques.	Students pass the assessment criteria from level 2 - Draw pictures to tell stories about their own family and neighbors.	- Learning from drawing Stories.

Assessment Criteria

- | | |
|-------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Practical Skills: | Achieve level 2 or higher |
| 3. Personal Attributes: | Achieve level 2 or higher |

Evaluation criteria

Rubic Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Draw pictures to express Stories about your family and your neighbors.	Students can draw and color beautifully and appropriately according to the topic, showing at least 80%.	Students can draw and color beautifully and appropriately according to the topic, showing at least 70-79%.	Students can draw and color beautifully and appropriately according to the topic, showing at least 60-69%.	Students can draw and color beautifully and appropriately according to the topic, showing less than 60%.
2. Create visual art by Experimenting with colors with simple techniques.	Students can create visual art works by experimenting with colors using simple techniques at least 80%.	Students can create visual art works by experimenting with colors using simple techniques at least 70-79%.	Students can create visual art works by experimenting with colors using simple techniques at least 60-69%.	Students can create visual art works by experimenting with colors using simple techniques less than 60%.

Chapter 6 Appreciating Local Arts

Course Code: AR11101

Visual Arts

Grade 1

Time: 4 hours

Standard: AR 1.2 Demonstrate an understanding of the relationship between visual arts, history, and culture; recognize the value of visual artworks as part of cultural heritage, local wisdom, and both Thai and global knowledge.

Grade level Indicator:

AR 1.2 Gr.1/1: Identify visual artworks found in daily life.

Competencies of Learners

- The importance of visual art in daily life, local visual art.

Teaching and Learning Activities

Creative activities are an exercise in imagination.

Attribute

- Communication skills

Competency

- Appreciate Thai Identity

Assignments and Tasks

Assignments / Tasks	Evaluation	Activities
1. Conceptual map about Creation of works and materials equipment used. 2. Creation of works, materials and equipment used in visual arts found seen in daily life and locally.	Passing the evaluation criteria from level 2. - Create a Conceptual map about creating work and materials used. - Draw a picture about materials used.	- Learning from conceptual map. - Learning from drawing about materials and equipment.

Assessment Criteria

- | | |
|-------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Practical Skills: | Achieve level 2 or higher |
| 3. Personal Attributes: | Achieve level 2 or higher |

Evaluation criteria

Rubic Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Conceptual map about Creation of works and materials equipment used.	Students can create a conceptual map of construction work and materials at least 80%.	Students can create a conceptual map of construction work and materials at least 70-79%.	Students can create a conceptual map of construction work and materials at least 60-69%.	Students can create a conceptual map of construction work and materials less than 60%.
2. Creation of works, materials and equipment used in visual arts found seen in daily life and locally.	Students can draw pictures about materials and equipment at least 80%.	Students can draw pictures about materials and equipment at least 70-79%.	Students can draw pictures about materials and equipment at least 60-69%.	Students can draw pictures about materials and equipment at less than 60%.

Chapter 7 The Magic of Sounds

Course Code: AR11101

Music

Grade 1

Time: 2 hours

Standard: AR 2.1 Demonstrate an understanding of the relationship between visual arts, history, and culture; recognize the value of visual artworks as part of cultural heritage, local wisdom, and both Thai and global knowledge.

Grade level Indicator:

AR 2.1 Gr.1/1: Recognize that different objects can produce different sounds.

Competencies of Learners

- Sound generation
- Sound properties
- Sound from musical instruments
- Color of human voice

Teaching and Learning Activities

The sounds around us come from different sources and have different characteristics.

Attribute

- Communication skills

Competency

- Demonstrate self-discipline

Assignments and Tasks

Assignments / Tasks	Evaluation	Activities
1. Summarize of separation Sound type.	Passing the evaluation criteria from level 2	- Learning from describing the origin of sounds.
2. Summarize of classification of high-low, loud-soft, long-short sound characteristics.	- Describing the origin of sound and its properties. - Summarize the classification of sound types.	- Learning from classifying types of sounds. - Learning from classifying the characteristics of sounds.
3. Practice pronouncing with intention.	- Summarize the classification of the	

Assignments / Tasks	Evaluation	Activities
	properties of high-low, loud-soft, long-short sounds. - Practice pronunciation with intention.	- Learning from pronunciation.

Assessment Criteria

1. Knowledge: Achieve 60% or more
2. Practical Skills: Achieve level 2 or higher
3. Personal Attributes: Achieve level 2 or higher

Evaluation criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Describe the sounds that occur naturally and from things that humans can create.	Students can describe natural and man-made sounds at least 80%.	Students can describe natural and man-made sounds at least 70-79%.	Students can describe natural and man-made sounds at least 60-69%.	Students can describe natural and man-made sounds at less than 60%.
2. Describe the origin of the sound.	Students can correctly describe the source of the sound at least 80%	Students can correctly describe the source of the sound at least 70-79%.	Students can correctly describe the source of the sound at least 60-69%.	Students can correctly describe the source of the sound at less than 60%.
3. Describe the classification of the properties of high-low, loud-soft, long-short sounds.	Students can explain the classification of the characteristics of high-low, loud-soft, long-short sounds correctly at least 80%.	Students can explain the classification of the characteristics of high-low, loud-soft, long-short sounds correctly at least 70-79%.	Students can explain the classification of the characteristics of high-low, loud-soft, long-short sounds correctly at least 60-69%.	Students can explain the classification of the characteristics of high-low, loud-soft, long-short sounds correctly at less than 60%.

Chapter 8 Musical Activity Integration

Course Code: AR11101

Music

Grade 1

Time: 2 hours

Standard:

AR 2.1 : Demonstrate understanding and creative expression in music; analyze and critique the value of music; freely express emotions and thoughts through music; appreciate and apply music in everyday life.

Grade level Indicator:

AR 2.1 Gr.1/2: Describe the characteristics of loud and soft sounds, as well as slow and fast rhythms.

AR 2.1 Gr.1/3: Recite rhythmic verses and sing simple songs.

AR 2.1 Gr.1/4: Participate joyfully in musical activities.

Competencies of Learners

- Movement with content in the song, performance of musical instruments.

Teaching and Learning Activities

Using rhythm in singing will make us feel and understand the emotions of the song and be able to sing more accurately and beautifully.

Attribute

- Practical skills

Competency

- Eager to learn

Assignments and Tasks

Assignments / Tasks	Evaluation	Activities
1.Comprehending and conveying the content of the assigned song. 2.Keeping rhythm or using body movements.	Passing the evaluation criteria from level 2 - Comprehending and conveying the content of the assigned song. - Keeping rhythm or using body movements.	- Learning through comprehension. - Learning through conveying the content of the assigned song. - Learning through keeping rhythm.

Assignments / Tasks	Evaluation	Activities
		- Learning through body movement.

Assessment Criteria

1. Knowledge: Achieve 60% or more
2. Practical Skills: Achieve level 2 or higher
3. Personal Attributes: Achieve level 2 or higher

Evaluation criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1.Comprehending and conveying the content of the assigned song.	Students are able to comprehend and accurately convey the content of the assigned song with at least 80%.	Students are able to comprehend and accurately convey the content of the assigned song with at least 80% 70-79%.	Students are able to comprehend and accurately convey the content of the assigned song with at least 80% 60-69%.	Students are able to comprehend and accurately convey the content of the assigned song with at less than 60%.
2.Keeping rhythm or using body movements.	Students are able to keep rhythm or perform body movements as instructed with at least 80%.	Students are able to keep rhythm or perform body movements as instructed with at least 70-79%.	Students are able to keep rhythm or perform body movements as instructed with at least 60-69%.	Students are able to keep rhythm or perform body movements as instructed with at less than 60%.

Chapter 9 Singing and Performing Melodies

Course Code: AR11101

Music

Grade 1

Time: 2 hours

Standard: AR 2.1 Demonstrate understanding and creative expression in music; analyze and critique the value of music; freely express emotions and thoughts through music; appreciate and apply music in daily life.

Grade level Indicator:

AR 2.1 Gr.1/5: Identify the relevance of music used in daily life.

Competencies of Learners

- Movement accompanying the lyrics of the song, playing musical instruments to accompany the song.

Teaching and Learning Activities

Different songs have meanings and evoke different emotions and feelings in the listeners. The content of the songs may also contain moral lessons or stories to help the listener appreciate and understand the song more deeply.

Attribute

- Communication skills

Competency

- Appreciate Thai Identity

Assignments and Tasks

Assignments / Tasks	Evaluation	Activities
1. Worksheet on Songs in Daily Life.	Passing the evaluation criteria from level 2.	- Learning through singing the assigned song accurately.
2. Sing at least one assigned song.	- Worksheet on Songs in Daily Life.	- Learning through explaining the significance and meaning of the song.
3. Explain the significance of the song, share feelings, and give opinions on the song heard.	- Sing at least one assigned song.	- Learning through expressing feelings and
4. Sing one folk song.	- Explain the significance of the song, share feelings, and	

Assignments / Tasks	Evaluation	Activities
	give opinions on the song heard. - Sing one folk song.	providing opinions about the song heard.

Assessment Criteria

1. Knowledge: Achieve 60% or more
2. Practical Skills: Achieve level 2 or higher
3. Personal Attributes: Achieve level 2 or higher

Evaluation criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Sing a song.	Students can sing the assigned song correctly at least 80%.	Students can sing the assigned song correctly 70-79%.	Students can sing the assigned song correctly 60-69%.	Students can sing the assigned song correctly at less than 60%.
2. Explain the significance of the song, share feelings, and give opinions on the song heard.	Students can explain the significance of the song, share their feelings, and provide opinions on the song they hear with an accuracy at least 80%.	Students can explain the significance of the song, share their feelings, and provide opinions on the song they hear with an accuracy at least 70-79%.	Students can explain the significance of the song, share their feelings, and provide opinions on the song they hear with an accuracy at least 60-69%.	Students can explain the significance of the song, share their feelings, and provide opinions on the song they hear with an accuracy at less than 60%.

Chapter 10 Legends of Local Songs

Course Code: AR11101

Music

Grade 1

Time: 3 hours

Standard:

AR 2.2 Understanding the Relationship between Music, History, and Culture Standard

Grade level Indicators

AR 2.2 Gr.1/1 Describe local songs.

AR 2.2 Gr.1/2 Identify elements of local music that are personally appreciated.

Competencies of Learners

- Local folk songs, characteristics of vocal sounds in the songs, and the characteristics of musical instruments used in the songs.
- Music for special occasions.
- Music for significant events in schools.
- Music for national holidays.

Teaching and Learning Activities

Local folk songs reflect the way of life and the culture of people in different regions. They are cultural heritage of both the locality and the nation that should be preserved for future generations.

Attribute

- Technological literacy

Competency

- Appreciate Thai Identity

Assignments and Tasks

Assignments / Tasks	Evaluation	Activities
1. Summary of the separation of musical instruments. 2. Able to play at least 1 musical instrument. 3. Participate in musical activities on various occasions at least 1 activity.	Passing the evaluation criteria from level 2 - Summary of the separation of musical instruments. - Able to play at least 1 musical instrument. - Participate in musical activities on various occasions at least 1 activity.	- Learning by classifying musical instruments. - Learning by practicing musical instruments. - Learning by participating in music activities.

Assessment Criteria

1. **Knowledge:** Achieve 60% or more
2. **Practical Skills:** Achieve level 2 or higher
3. **Personal Attributes:** Achieve level 2 or higher

Evaluation criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Summary of the separation of musical instruments.	Students can correctly classify musical instruments at least 80%.	Students can correctly classify musical instruments at least 70-79%.	Students can correctly classify musical instruments at least 60-69%.	Students can correctly classify musical instruments at less than 60%.
2. Participate in musical activities on various occasions at least 1 activity.	Students can Participate in musical activities on various occasions at least 80%.	Students can Participate in musical activities on various occasions at least 70-79%.	Students can Participate in musical activities on various occasions at least 60-69%.	Students can Participate in musical activities on various occasions at less than 60%.

Grade 2 Unit Design Framework

Chapter 1 Art and Nature

Art and Nature

Code: AR 12101

Grade 2

Time: 5 hours

Content: Visual Arts

Standard: AR 1.1 Create visual art works based on imagination and creativity, analyze, criticize, and evaluate the value of visual arts, and express feelings and thoughts freely through art. Appreciate and apply art in everyday life.

Grade level Indicators:

AR 1.1 Gr 2/1 Describe the shapes and forms found in nature and the environment.

AR 1.1 Gr 2/2 Identify visual elements found in the environment and in visual art, with an emphasis on line, color, shape, and form.

AR 1.1 Gr. Gr 2/3 Create various visual arts works using visual elements that emphasize lines and shapes.

AR 1.1 Gr 2/4 Have basic skills in using materials and equipment to create 3D visual art works.

AR 1.1 Gr 2/5 Create a collage by cutting or tearing paper.

Competencies of Learners

- Shape and size of various forms, nature, and the surrounding environment.

Teaching and Learning Activities

Visual art comes in various forms. We use the elements of art and creativity to create works of art, selecting materials and tools that are best suited to the nature of the work

Attribute

- Critical thinking skills

Competency

- Determination in task completion

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on shape, characteristics, and size of various forms, nature, and the surrounding environment	- Describe the shapes and forms from nature and the environment according to the specified criteria.	- Learn about shapes and forms in nature and the surrounding environment
2. Worksheet on Visual elements in the environment.	- Identify the visual elements in the environment according to the specified criteria.	- Learn about Visual elements in the environment.
3. Create various visual arts works using visual elements that emphasize lines and shapes.	- Create various visual arts works using visual elements that emphasize lines and shapes.	- Learn about create various visual arts works using visual elements that emphasize lines and shapes.
4. An artwork demonstrating skills in using materials and tools to create 3D visual art.	- Create a 3D visual artwork using materials and tools according to the specified criteria.	- Learn about skills in using materials and tools to create 3D visual art.
5. An artwork created by making a collage through cutting or tearing paper.	- Create a collage by cutting or tearing paper according to the specified criteria.	- Learn about create a collage by cutting or tearing paper.

Evaluation:

- | | |
|------------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Art skills and processes: | Achieve level 2 or higher |
| 3. Competency: | Achieve level 2 or higher |

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Describing shapes and forms in nature, the environment, and visual arts	Student can describe shapes and forms in nature, the environment, and visual arts at 80% accuracy or higher.	Student can describe shapes and forms in nature, the environment, and visual arts at 70 - 79% accuracy.	Student can describe shapes and forms in nature, the environment, and visual arts at 60 - 69% accuracy.	Student can describe shapes and forms in nature, the environment, and visual arts at less than 60% accuracy.
2. Identify the visual elements in the environment	Student can identify the visual elements in the environment at 80% accuracy or higher.	Student can identify the visual elements in the environment at 70 - 79% accuracy.	Student can identify the visual elements in the environment at 60 - 69% accuracy.	Student can identify the visual elements in the environment at less than 60% accuracy.
3. Create various visual arts works using visual elements that emphasize lines and shapes.	Student can create various visual arts works using visual elements that emphasize lines and shapes at 80% accuracy or higher.	Student can create various visual arts works using visual elements that emphasize lines and shapes at 70 - 79% accuracy.	Student can create various visual arts works using visual elements that emphasize lines and shapes at 60 - 69% accuracy.	Student can create various visual arts works using visual elements that emphasize lines and shapes at less than 60% accuracy.
4. An artwork demonstrating skills in using materials and tools to create 3D visual art.	Student can create a 3D visual artwork using materials and tools at 80% accuracy or higher.	Student can create a 3D visual artwork using materials and tools at 70 - 79% accuracy.	Student can create a 3D visual artwork using materials and tools at 60 - 69% accuracy.	Student can create a 3D visual artwork using materials and tools at less than 60% accuracy.

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
5. An artwork created by making a collage through cutting or tearing paper.	Student can create a collage by cutting or tearing paper at 80% accuracy or higher.	Student can create a collage by cutting or tearing paper at 70 - 79% accuracy	Student can create a collage by cutting or tearing paper at 60-69% accuracy.	Student can create a collage by cutting or tearing paper less than 60% accuracy.

Chapter 2 Draw a picture to tell a story

Draw a picture to tell a story

Code: AR 12101

Grade 2

Time: 5 hours

Content: Visual Arts

Standard: AR 1.1 Create visual art works based on imagination and creativity, analyze, criticize, and evaluate the value of visual arts, and express feelings and thoughts freely through art. Appreciate and apply art in everyday life.

Grade level Indicators:

AR 1.1 Gr 2/1 Describe the shapes and forms found in nature and the environment.

AR 1.1 Gr 2/2 Identify visual elements found in the environment and in visual art, with an emphasis on line, color, shape, and form.

AR 1.1 Gr 2/3 Create various visual arts works using visual elements that emphasize lines and shapes.

AR 1.1 Gr 2/6 Tell stories about the family and the neighbors through drawings.

AR 1.1 Gr 2/7 Select a visual art piece and describe what's its content.

AR 1.1 Gr 2/8 Create visual art in the form of moving structural works.

Competencies of Learners

- Drawing to convey a story.
- Selecting to describe the content and narrative in visual art.

Teaching and Learning Activities

Visual art contains a narrative. We can use artworks to convey stories, expressing thoughts and feelings.

Attribute

- Problem solving ability

Competency

- Determination in task completion

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. An artwork depicting a story about one's own family and neighbors.	- Create a drawing that conveys a story about one's own family and neighbors according to the specified criteria according to the specified criteria.	- Learn about drawing that conveys a story about one's own family and neighbors.
2. A worksheet on describing the content and narrative in visual art.	- Describe the content and narrative in visual art according to the specified criteria.	- Learn about the content and narrative in visual art.

Evaluation:

1. **Knowledge:** Achieve 60% or more
2. **Art skills and processes:** Achieve level 2 or higher
3. **Competency:** Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. An artwork depicting a story about one's own family and neighbors.	Student can create a drawing that conveys a story about one's own family and neighbors at 80% accuracy or higher.	Student can create a drawing that conveys a story about one's own family and neighbors at 70 - 79% accuracy.	Student can create a drawing that conveys a story about one's own family and neighbors at 60 - 69% accuracy.	Student can create a drawing that conveys a story about one's own family and neighbors at less than 60% accuracy.
2. A worksheet on describing the content and narrative in visual art.	Student can describe the content and narrative in visual art at 80%	Student can describe the content and narrative in visual art at 70 - 79% accuracy.	Student can describe the content and narrative in visual art at 60 - 69% accuracy.	Student can describe the content and narrative in visual art at less

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	accuracy or higher.			than 60% accuracy.

Chapter 3 Let's move

Let's move

Code: AR 12101

Grade 2

Time: 2 hours

Content: Dance arts

Standard: AR 3.1 Understand and express through performing arts creatively, analyze, critique, and evaluate the value of performing arts, express feelings and thoughts freely, appreciate, and apply them in daily life.

Grade level Indicators:

AR 3.1 Gr. 2/1 Move while stationary and while in motion.

Competencies of Learners

- Natural movement is the foundation of performing arts and conveys emotions and feelings through gestures and expressions.

Teaching and Learning Activities

Structured movement creates beauty, harmony, and brings enjoyment and pleasure, while also strengthening the body and enabling agile movement.

Attribute

- Problem solving ability.

Competency

- Discipline

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Move while stationary and while in motion.	- Move while stationary and while in motion according to the specified criteria.	- Learn about move while stationary and while in motion.

Evaluation:

1. **Knowledge:** Achieve 60% or more
2. **Art skills and processes:** Achieve level 2 or higher
3. **Competency:** Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Move while stationary and while in motion.	Student can move while stationary and while in motion at 80% accuracy or higher.	Student can move while stationary and while in motion at 70 - 79% accuracy.	Student can move while stationary and while in motion at 60 -69% accuracy.	Student can move while stationary and while in motion at less than 60% accuracy.

Chapter 4 Proud and admired

Proud and admired

Code: AR 12101

Grade 2

Time: 1 hours

Content: Dance arts

Standard: AR 3.1 Understand and express through performing arts creatively, analyze, critique, and evaluate the value of performing arts, express feelings and thoughts freely, appreciate, and apply them in daily life.

Grade level Indicators:

AR 3.1 Gr. 2/2 Express movements that reflect one's emotions freely.

Competencies of Learners

- Natural movement is the foundation of performing arts and conveys emotions through gestures and expressions.

Teaching and Learning Activities

Structured movement creates beauty, harmony, and brings enjoyment, pleasure, while strengthening the body and enabling agile movement.

Attribute

- Problem solving ability.

Competency

- Discipline

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Freely perform movements that reflect one's own emotions.	- Express movements that reflect one's emotions freely according to the specified criteria.	- Learn about freely perform movements that reflect one's own emotions.

Evaluation:

- | | |
|------------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Art skills and processes: | Achieve level 2 or higher |
| 3. Competency: | Achieve level 2 or higher |

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Freely perform movements that reflect one's own emotions.	Student can freely perform movements that reflect one's own emotions at 80% accuracy or higher.	Student can freely perform movements that reflect one's own emotions at 70 - 79% accuracy.	Student can freely perform movements that reflect one's own emotions at 60 - 69% accuracy.	Student can freely perform movements that reflect one's own emotions at less than 60% accuracy.

Chapter 5 Popular Thai dance

Popular Thai dance

Code: AR 12101

Grade 2

Time: 4 hours

Content: Dance arts

Standard: AR 3.1 Understand and express through performing arts creatively, analyze, critique, and evaluate the value of performing arts, express feelings and thoughts freely, appreciate, and apply them in daily life.

Grade level Indicators:

- AR 3.1 Gr. 2/3 Express gestures to convey meaning and words.
- AR 3.1 Gr. 2/4 Creatively perform gestures in rhythm.
- AR 3.1 Gr. 2/5 Identify the etiquette for attending a performance.

Competencies of Learners

- Dance terminology and dance gestures.

Teaching and Learning Activities

Thai dance terminology and gestures are used to convey meaning and emotions during a performance, helping the audience to understand the performance and the meaning of the play or song more easily.

Attribute

- Ability to use technology

Competency

- Love for Thai culture

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. The practice of expressing meaning through gestures instead of words.	- Express gestures to convey meaning and words according to the specified criteria.	- Learn about freely perform movements that reflect one's own emotions.

Teaching and Learning process	Evaluation	Activities
2. The practice of performing gestures in rhythm.	Express perform gestures in rhythm according to the specified criteria.	- Learn about perform gestures in rhythm.
3. A worksheet on the etiquette for attending a performance.	- Identify the etiquette for attending a performance according to the specified criteria.	- Learn about the etiquette for attending a performance.

Evaluation:

1. **1.Knowledge:** Achieve 60% or more
2. **Art skills and processes:** Achieve level 2 or higher
3. **Competency:** Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. The practice of expressing meaning through gestures instead of words.	Student can express gestures through instead of words at 80% accuracy or higher.	Student can express gestures through instead of words at 70 - 79% accuracy.	Student can express gestures through instead of words at 60 - 69% accuracy.	Student can express gestures through instead of words at less than 60% accuracy.
2. The practice of performing gestures in rhythm.	Student can perform gestures in rhythm at 80% accuracy or higher.	Student can perform gestures in rhythm at 70 - 79% accuracy.	Student can perform gestures in rhythm at 60 - 69% accuracy.	Student can perform gestures in rhythm at less than 60% accuracy.
3. A worksheet on the etiquette for attending a performance.	Student can identify the etiquette for attending a performance at	Student can identify the etiquette for attending a performance at	Student can identify the etiquette for attending a	Student can identify the etiquette for attending a performance at

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	80% accuracy or higher.	70 - 79% accuracy.	performance at 60 -69% accuracy.	less than 60% accuracy.

Chapter 6 Preserve traditional games

Preserve traditional games

Code: AR 12101

Grade 2

Time: 3 hours

Content: Dance arts

Standard: AR 3.2 Understand the relationship between performing arts, history, and culture, and recognize the value of performing arts as a cultural heritage, local wisdom, and both Thai and global knowledge.

Grade level Indicators:

AR 3.2 Gr. 2/1 Identify and play traditional games.

AR 3.2 Gr. 2/2 Connecting what is found in traditional games with what is found in Thai life.

AR 3.1 Gr. 2/3 Identify the aspects you enjoy and take pride in regarding traditional games.

Competencies of Learners

- Principles and rules of traditional games such as 'Ma Kan Klua' (Banana Tree Horse), 'Phong Phang', 'Ree Ree Khao San', 'Ngoo Kin Hang' (Snake Eating Tail), 'Mon Son Pha'.
- History and origin of traditional games
- Principles and rules of traditional games
- Recognize the value of traditional games in the daily life of Thai society.

Teaching and Learning Activities

Traditional Thai games reflect the way of life of Thai people, serving as both an art and culture, as well as a local and national heritage that should be preserved and passed down.

Attribute

- Life skill

Competency

- Love for Thai culture

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on Traditional Games	- Identify and play traditional games according to the specified criteria.	- Learn about Traditional Games.
2. Principles and rules of traditional games	- Perform Traditional Games according to the specified criteria	- Learn about Traditional Games
3. Worksheet on the value of traditional games in the daily life of Thai society.	- Identify the value of Traditional Games to the life of Thai society.	- Learn about the value of Traditional Games

Evaluation:

- | | |
|------------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Art skills and processes: | Achieve level 2 or higher |
| 3. Competency: | Achieve level 2 or higher |

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Worksheet on Traditional Games	Student can Identify and play traditional games at 80% accuracy or higher.	Student can Identify and play traditional games at 70 - 79% accuracy.	Student can Identify and play traditional games at 60 -69% accuracy.	Student can Identify and play traditional games at less than 60% accuracy.
2. Principles and rules of traditional games	Student can perform Traditional Games at 80% accuracy or higher.	Student can Perform Traditional Games at 70 - 79% accuracy.	Student can Perform Traditional Games at 60 -69% accuracy.	Student can Perform Traditional Games at less than 60% accuracy.

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
3. Worksheet on the value of traditional games in the daily life of Thai society.	Student can Identify the value of Traditional Games to the life of Thai society at 80% accuracy or higher.	Student can Identify the value of Traditional Games to the life of Thai society at 70 - 79% accuracy.	Student can Identify the value of Traditional Games to the life of Thai society at 60 -69% accuracy.	Student can Identify the value of Traditional Games to the life of Thai society at less than 60% accuracy.

Chapter 7 Funny Mobile

Funny Mobile

Code: AR 12101

Grade 2

Time: 4 hours

Content: Visual Arts

Standard: AR 1.1 Create visual art works based on imagination and creativity, analyze, criticize, and evaluate the value of visual arts, and express feelings and thoughts freely through art. Appreciate and apply art in everyday life.

Grade level Indicators:

AR 1.1 Gr 2/8 Create visual art in the form of moving structural works.

Competencies of Learners

- Creation of kinetic structures

Teaching and Learning Activities

Creating visual art in the form of kinetic structures is a type of three-dimensional artwork. A good kinetic structure should be balanced and safe. We can use creativity to make the kinetic structure both beautiful and cost-effective. Once the work is finished, we must tidy up and store the materials and tools properly.

Attribute

- Thinking skill

Competency

- Determination in task completion

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. An artwork related to the creation of visual art in the form of kinetic structures.	- Create visual art in the form of moving structural works according to the specified criteria.	- Learn about T An artwork related to the creation of visual art in the form of kinetic structures.

Evaluation:

- | | |
|------------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Art skills and processes: | Achieve level 2 or higher |
| 3. Competency: | Achieve level 2 or higher |

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Create visual art in the form of moving structural works	Student can create visual art in the form of moving structural works at 80% accuracy or higher.	Student can create visual art in the form of moving structural works at 70 - 79% accuracy.	Student can create visual art in the form of moving structural works at 60 -69% accuracy.	Student can create visual art in the form of moving structural works at less than 60% accuracy.

Chapter 8 Continuing the Art

Continuing the Art

Code: AR 12101

Grade 2

Time: 6 hours

Content: Visual Arts

Standard: AR 2.1 Understand the relationship between visual arts, history, and culture, and recognize the value of visual arts as cultural heritage, local wisdom, and both Thai and global knowledge.

Grade level Indicators:

AR 1.1 Gr 2/1 Explain the importance of visual art seen in daily life.

AR 1.1 Gr 2/2 Discuss different types of local visual arts, focusing on the methods of creation and the materials and tools used.

Competencies of Learners

- The importance of Local visual arts

Teaching and Learning Activities

The visual arts we encounter in daily life all have value and significance. The visual arts in each locality focus on beauty, reflecting the thoughts, beliefs, craftsmanship, and expertise of the local people. Therefore, we should preserve and appreciate Thai heritage with joy.

Attribute

- Communication skill

Competency

- Determination in task completion

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on the importance of visual art.	- Explain the importance of visual art seen in daily life according to the specified criteria.	- Learn about the importance of visual art.

Teaching and Learning process	Evaluation	Activities
2. Worksheet on Different Types of Local Visual Arts, focusing on the Methods of Creation and the Materials and Tools Used.	- Discuss the different types of local visual arts, focusing on the methods of creation and the materials and tools used according to the specified criteria.	Learn about the different types of local visual arts, focusing on the methods of creation and the materials and tools used.

Evaluation:

1. Knowledge: Achieve 60% or more
2. Art skills and processes: Achieve level 2 or higher
3. Competency: Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Explain the importance of visual art seen in daily life according to the specified criteria.	Student can explain the importance of visual art seen in daily life at 80% accuracy or higher.	Student can explain the importance of visual art seen in daily life at 70 - 79% accuracy.	Student can explain the importance of visual art seen in daily life at 60 - 69% accuracy.	Student can explain the importance of visual art seen in daily life at less than 60% accuracy.
2. Discuss the different types of local visual arts, focusing on the methods of creation and the materials and tools used according to the specified criteria.	Student can discuss the different types of local visual arts, focusing on the methods of creation and the materials and tools used at	Student can discuss the different types of local visual arts, focusing on the methods of creation and the materials and tools used at 70 - 79% accuracy.	Student can discuss the different types of local visual arts, focusing on the methods of creation and the materials and tools used at 60 - 69% accuracy.	Student can discuss the different types of local visual arts, focusing on the methods of creation and the materials and tools used at

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	80% accuracy or higher.			less than 60% accuracy.

Chapter 9 Funny sound

Funny sound

Code: AR 12101

Grade 2

Time: 3 hours

Content: Music

Standard: AR 2.1 Understand the relationship between visual arts, history, and culture, and recognize the value of visual arts as cultural heritage, local wisdom, and both Thai and global knowledge.

Grade level Indicators:

AR 2.1 Gr. 2/1 Identify the sources of sounds heard.

AR 2.1 Gr. 2/2 Identify the characteristics of high-low, loud-soft, long-short sounds of music.

Competencies of Learners

- The colors of sound from musical instruments and the human voice, auditory training, and the classification of pitch (high-low), volume (loud-soft), and duration (long-short).

Teaching and Learning Activities

The human voice and musical instrument sounds are different. When various instruments are played together with vocal singing, it enhances the melody, making the song more beautiful and pleasant to listen.

Attribute

- Communication skill

Competency

- Disciplined

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on identify the sources of sounds heard	- identify the sources of sounds heard according to the specified criteria.	- Learn about the sources of sounds heard.

Teaching and Learning process	Evaluation	Activities
2. Worksheet on identify the characteristics of high-low, loud-soft, long-short sounds of music.	- identify the characteristics of high-low, loud-soft, long-short sounds of music according to the specified criteria.	Learn about the characteristics of high-low, loud-soft, long-short sounds of music.

Evaluation:

1. **Knowledge:** Achieve 60% or more
2. **Art skills and processes:** Achieve level 2 or higher
3. **Competency:** Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. identify the sources of sounds heard	Student can identify the sources of sounds heard at 80% accuracy or higher.	Student can identify the sources of sounds heard at 70 - 79% accuracy.	Student can identify the sources of sounds heard at 60 -69% accuracy.	Student can identify the sources of sounds heard at less than 60% accuracy.
2. identify the characteristics of high-low, loud-soft, long-short sounds of music.	Student can identify the characteristics of high-low, loud-soft, long-short sounds of music at 80% accuracy or higher.	Student can identify the characteristics of high-low, loud-soft, long-short sounds of music at 70 - 79% accuracy.	Student can identify the characteristics of high-low, loud-soft, long-short sounds of music at 60 -69% accuracy.	Student can identify the characteristics of high-low, loud-soft, long-short sounds of music at less than 60% accuracy.

Chapter 10 Enjoyable rhythm

Enjoyable rhythm

Code: AR 12101

Grade 2

Time: 2 hours

Content: Music

Standard: AR 2.1 Understand the relationship between visual arts, history, and culture, and recognize the value of visual arts as cultural heritage, local wisdom, and both Thai and global knowledge.

Grade level Indicators:

AR 2.1 Gr. 2/3 move along with the rhythm

Competencies of Learners

- Movement accompanying the content of a song, playing musical instruments along with the song.

Teaching and Learning Activities

Rhythm controls the tempo of the song, making the melody more pleasant to listen to. When the rhythm is understood, it allows the body to move in harmony with the song correctly and beautifully.

Attribute

- Ability to use skills

Competency

- Keen to learn

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Beat the rhythm of the song.	- Beat the rhythm of the song according to the specified criteria.	- Learn about beat the rhythm of the song
2. Move along with the rhythm.	- Move along with the rhythm according to the specified criteria.	Learn about move along with the rhythm.

Evaluation:

- | | |
|------------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Art skills and processes: | Achieve level 2 or higher |
| 3. Competency: | Achieve level 2 or higher |

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Beat the rhythm of the song.	Student can beat the rhythm of the song at 80% accuracy or higher.	Student can beat the rhythm of the song at 70 - 79% accuracy.	Student can beat the rhythm of the song at 60 -69% accuracy.	Student can beat the rhythm of the song at less than 60% accuracy.
2. Move along with the rhythm.	Student can move along with the rhythm at 80% accuracy or higher.	Student can move along with the rhythm at 70 - 79% accuracy.	Student can move along with the rhythm at 60 -69% accuracy.	Student can move along with the rhythm at less than 60% accuracy.

Chapter 11 Cheerful music

Cheerful music

Code: AR 12101

Grade 2

Time: 2 hours

Content: Music

Standard: AR 2.1 Understand the relationship between visual arts, history, and culture, and recognize the value of visual arts as cultural heritage, local wisdom, and both Thai and global knowledge.

Grade level Indicators:

AR 2.1 Gr. 2/4 Sing simple songs that are suitable for the age.

AR 2.1 Gr. 2/5 Explain the meaning and significance of the song you hear.

Competencies of Learners

- Movement with content in the song, playing musical instruments.

Teaching and Learning Activities

Singing the correct song according to the rhythm, melody and singing principles will make the song sound beautiful and pleasant.

Attribute

- Communication skills

Competency

- Keen to learn

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Sing simple songs that are suitable for the age.	- Sing simple songs that are suitable for the age according to the specified criteria.	- Learn about the simple songs that are suitable for the age
2. Worksheet on the meaning and significance of the song you hear.	- Tell the meaning and significance of the song you hear.	Learn about the meaning and significance of the song you hear.

Evaluation:

- | | |
|------------------------------|---------------------------|
| 1. Knowledge: | Achieve 60% or more |
| 2. Art skills and processes: | Achieve level 2 or higher |
| 3. Competency: | Achieve level 2 or higher |

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Sing simple songs that are suitable for the age.	Student can Sing simple songs that are suitable for the age at 80% accuracy or higher.	Student can Sing simple songs that are suitable for the age at 70 - 79% accuracy.	Student can Sing simple songs that are suitable for the age at 60 -69% accuracy.	Student can Sing simple songs that are suitable for the age at less than 60% accuracy.
2. Tell the meaning and significance of the song you hear	Student can tell the meaning and significance of the song you hear at 80% accuracy or higher.	Student can tell the meaning and significance of the song you hear at 70 - 79% accuracy.	Student can tell the meaning and significance of the song you hear at 60 -69% accuracy.	Student can tell the meaning and significance of the song you hear at less than 60% accuracy.

Chapter 12 Lively activities

Lively activities

Code: AR 12101

Grade 2

Time: 3 hours

Content: Music

Standard: AR 2.1 Understand the relationship between visual arts, history, and culture, and recognize the value of visual arts as cultural heritage, local wisdom, and both Thai and global knowledge.

Grade level Indicators:

AR 2.2 Gr. 2/1 Explain the relationship between the vocals and the music in a local song using simple words.

AR 2.2 Gr. 2/2 Perform and participate in local musical activities.

Competencies of Learners

- Local songs, characteristics of singing in songs, characteristics of musical instruments used in songs, musical activities on special occasions
- Music and important occasions in schools
- Music and important national days.

Teaching and Learning Activities

Folk songs and traditional music are local art and culture that reflect the way of life of the people in each region. They are cultural heritage of both the locality and the nation, which should be preserved for future generations.

Attribute

- Ability to use technology

Competency

- Love Thai culture

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on the relationship between the	- Explain the relationship between the vocals and the	- Learn about the relationship between

Teaching and Learning process	Evaluation	Activities
vocals and the music in a local song using simple words.	music in a local song using simple words.	the vocals and the music in a local song using simple words.
2. Perform and participate in local musical activities.	- Perform and participate in local musical activities.	Learn about the perform and participate in local musical activities.
3. Participation in local music activities	- Participation in local music activities	Learn about Participation in local music activities.

Evaluation:

1. Knowledge: Achieve 60% or more
2. Art skills and processes: Achieve level 2 or higher
3. Competency: Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Worksheet on the relationship between the vocals and the music in a local song using simple words.	Student can tell the relationship between the vocals and the music in a local song using simple words at 80% accuracy or higher.	Student can tell the relationship between the vocals and the music in a local song using simple words at 70 - 79% accuracy.	Student can tell the relationship between the vocals and the music in a local song using simple words at 60 -69% accuracy.	Student can tell the relationship between the vocals and the music in a local song using simple words at less than 60% accuracy.
2. Perform and participate in local musical activities.	Student can perform and participate in local musical	Student can perform and participate in local musical	Student can perform and participate in local musical	Student can perform and participate in local musical

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	activities at 80% accuracy or higher.	activities at 70 - 79% accuracy.	activities at 60 - 69% accuracy.	activities at less than 60% accuracy.
3. Participation in local music activities	Student have a participation in local music activities at 80% accuracy or higher.	Student have a participation in local music activities at 70 - 79% accuracy.	Student have a participation in local music activities at 60 - 69% accuracy.	Student have a participation in local music activities at less than 60% accuracy.

Grade 3 Unit Design Framework

Chapter 1 Art and Nature

Art and Nature

Code: AR 13101

Grade 3

Time: 5 hours

Content: Visual Arts

Standard: AR 1.1 Create visual art works based on imagination and creativity, analyze, criticize, and evaluate the value of visual arts, and express feelings and thoughts freely through art. Appreciate and apply art in everyday life.

Grade level Indicators:

AR 1.1 Gr. 3/1: Describe shapes and forms in nature, the environment, and works of visual arts.

AR 1.1 Gr. 3/2: Identify materials and tools used in creating visual art when viewing visual art.

AR 1.1 Gr. 3/3: Classify visual elements (line, color, shape, form, texture) in nature, the environment, and works of visual arts.

Competencies of Learners

- Shapes and forms in nature, the environment, and visual arts
- Line, color, shape, form, and texture in nature, the environment, and visual arts
- Drawing and coloring objects around using crayons, colored pencils, and poster paint
- Using line, shape, form, color, and texture in drawing to express thoughts and feelings
- Self-reflection on personal visual artwork

Teaching and Learning Activities

The visual elements in nature, the environment, and works of visual arts can both differ and resemble each other based on the characteristics of those objects.

Attribute

- Critical thinking skills

Competency

- Eagerness to learn
- Determination in task completion

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on Shapes and Forms in Nature, the Environment, and Visual Arts	- Meet assessment criteria with at least level 2	- Learn about shapes and forms in nature
2. Worksheet on Materials and Tools Used in Creating Visual Art	- Meet assessment criteria with at least level 2	- Learn about materials and tools used in visual art creation
3. Worksheet on Classifying Visual Elements in Nature, the Environment, and Visual Arts	- Meet assessment criteria with at least level 2	- Learn about classifying visual elements in nature, the environment, and visual arts

Evaluation:

1. Knowledge: Achieve 60% or more
2. Art skills and processes: Achieve level 2 or higher
3. Competency: Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Describing shapes and forms in nature, the environment, and visual arts	Student can describe shapes and forms in nature, the environment, and visual arts at 80% accuracy or higher	Student can describe shapes and forms in nature, the environment, and visual arts at 70 - 79% accuracy	Student can describe shapes and forms in nature, the environment, and visual arts at 60 - 69% accuracy	Student can describe shapes and forms in nature, the environment, and visual arts at less than 60% accuracy
2. Identifying materials and tools used in visual art creation	Student can identify materials and tools used in creating visual art at 80% accuracy or higher	Student can identify materials and tools used in creating visual art at 70 - 79% accuracy	Student can identify materials and tools used in creating visual art at 60 - 69% accuracy	Student can identify materials and tools used in creating visual art at less than 60% accuracy
3. Classifying visual elements in nature, the environment, and visual arts	Student can classify visual elements in nature, the environment, and visual arts at 80% accuracy or higher	Student can classify visual elements in nature, the environment, and visual arts at 70 - 79% accuracy	Student can classify visual elements in nature, the environment, and visual arts at 60 - 69% accuracy	Student can classify visual elements in nature, the environment, and visual arts at less than 60% accuracy

Chapter 2 Preserving Art in Life and Local Art

Preserving Art in Life and Local Art

Code: AR 13101

Grade 3

Time: 5 hours

Content: Visual Arts

Standard: AR 1.2 Understand the relationship between visual arts, history, and culture.

Appreciate visual art that is part of cultural heritage, local wisdom, and both Thai and global knowledge.

Grade level Indicators:

AR 1.2 Gr. 3/1: Describe the origins of local visual art.

AR 1.2 Gr. 3/2: Explain the materials, tools, and methods used in creating local visual art.

Competencies of Learners

- The origin of local visual arts
- Materials, tools, and methods for creating local visual art

Teaching and Learning Activities

Local visual art is created based on the wisdom of the people in the community, using materials, tools, and techniques that vary depending on the type of work.

Attribute

- Critical thinking skills

Competency

- Eagerness to learn
- Determination to complete tasks

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Describing the origin of local visual art	- Meet assessment criteria at level 2 or higher	- Study the origins of local visual art
2. Worksheet on materials, tools, and methods for creating local visual art	- Meet assessment criteria at level 2 or higher	- Study materials, tools, and methods used in local visual art creation

Evaluation:

1. Knowledge: Achieve 60% or higher
2. Art skills and processes: Achieve level 2 or higher
3. Competency: Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Describing the origin of local visual art	Student can describe the origin of local visual art at 80% accuracy or higher	Student can describe the origin of local visual art at 70 - 79% accuracy	Student can describe the origin of local visual art at 60 - 69% accuracy	Student can describe the origin of local visual art at less than 60% accuracy
2. Materials, tools, and methods for creating local visual art	Student can explain the materials, tools, and methods for creating local visual art at 80% accuracy or higher	Student can explain the materials, tools, and methods for creating local visual art at 70 - 79% accuracy	Student can explain the materials, tools, and methods for creating local visual art at 60 - 69% accuracy	Student can explain the materials, tools, and methods for creating local visual art at less than 60% accuracy

Chapter 3 The Origin of Music Sounds

The Origin of Music Sounds

Code: AR 13101

Grade 3

Time: 1 hour

Content: Music

Standard: AR 2.1 Understand and express oneself creatively in music, analyze, criticize, and evaluate the value of music, and express feelings and thoughts freely through music.

Appreciate and apply music in daily life.

Grade level Indicators:

AR 2.1 Gr. 3/3: Describe the role of the music being heard.

Competencies of Learners

- The role and function of important songs

Teaching and Learning Activities

Music plays an important role in daily life and various significant events.

Attribute

- Critical thinking skills

Competency

- Eagerness to learn
- Determination to complete tasks

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on the role and function of the music being heard	- Meet assessment criteria at level 2 or higher	- Study the role and function of the music being heard

Evaluation:

1. Knowledge: Achieve 60% or higher
2. Art skills and processes: Achieve level 2 or higher
3. Competency: Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Role and function of the music being heard	Student can describe the role and function of the music being heard at 80% accuracy or higher	Student can describe the role and function of the music being heard at 70 - 79% accuracy	Student can describe the role and function of the music being heard at 60 - 69% accuracy	Student can describe the role and function of the music being heard at less than 60% accuracy

Chapter 4 Music Skills

Music Skills

Code: AR 13101

Grade 3

Time: 2 hours

Content: Music

Standard: AR 2.1 Understand and express oneself creatively in music, analyze, criticize, and evaluate the value of music, express feelings and thoughts freely through music. Appreciate and apply music in daily life.

Grade level Indicators:

AR 2.1 Gr. 3/2: Use images or symbols to represent sound and rhythm.

AR 2.1 Gr. 3/4: Sing and play simple music.

Competencies of Learners

- Solo and group singing
- Playing musical instruments to accompany songs

Teaching and Learning Activities

Learning and practicing vocal techniques for singing melodiously, and learning methods for playing musical instruments correctly to accompany songs.

Attribute

- Critical thinking skills

Competency

- Eagerness to learn
- Determination to complete tasks

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on images or symbols representing sound and rhythm	- Meet assessment criteria at level 2 or higher	- Study images or symbols representing sound and rhythm
2. Practical work on singing and playing simple music	- Meet assessment criteria at level 2 or higher	- Practice singing and playing simple music

Evaluation:

1. **Knowledge:** Achieve 60% or more
2. **Art skills and processes:** Achieve level 2 or higher
3. **Competency:** Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Images or symbols representing sound and rhythm	Student can use images or symbols to represent sound and rhythm at 80% accuracy or higher	Student can use images or symbols to represent sound and rhythm at 70 - 79% accuracy	Student can use images or symbols to represent sound and rhythm at 60 - 69% accuracy	Student can use images or symbols to represent sound and rhythm at less than 60% accuracy
2. Practical work on singing and playing simple music	Student can sing and play simple music at 80% accuracy or higher	Student can sing and play simple music at 70 - 79% accuracy	Student can sing and play simple music at 60 - 69% accuracy	Student can sing and play simple music at less than 60% accuracy

Chapter 5 Music Listening

Music Listening

Code: AR 13101

Grade 3

Time: 1 hour

Content: Music

Standard: AR 2.1 Understand and express oneself creatively in music, analyze, criticize, and evaluate the value of music, express feelings and thoughts freely through music. Appreciate and apply music in daily life.

Grade level Indicators:

AR 2.1 Gr. 3/5: Move in ways that reflect the emotions of the music being listened to.

Competencies of Learners

- Movement in accordance with the emotions of a song

Teaching and Learning Activities

Moving in accordance with the emotional tone of a piece of music enhances the beauty of the music and its performance.

Attribute

- Critical thinking skills

Competency

- Eagerness to learn
- Determination to complete tasks

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Practical work on movement in accordance with the emotions of the music	- Meet assessment criteria at level 2 or higher	- Study movement techniques and how to express emotions while listening to music

Evaluation:

1. Knowledge: Achieve 60% or more
2. Art skills and processes: Achieve level 2 or higher
3. Competency: Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Movement in accordance with the emotions of the music	Student can move in accordance with the emotions of the music at 80% accuracy or higher	Student can move in accordance with the emotions of the music at 70 - 79% accuracy	Student can move in accordance with the emotions of the music at 60 - 69% accuracy	Student can move in accordance with the emotions of the music at less than 60% accuracy

Chapter 6 Musical Instruments' Sounds

Musical Instruments' Sounds

Code: AR 13101

Grade 3

Time: 2 hours

Content: Music

Standard: AR 2.1 Understand and express oneself creatively in music, analyze, criticize, and evaluate the value of music, express feelings and thoughts freely through music. Appreciate and apply music in daily life.

Grade level Indicators:

AR 2.1 Gr. 3/1: Identify the shape and characteristics of musical instruments that are seen and heard in daily life.

AR 2.1 Gr. 3/6: Express opinions about the sound of music and vocal performances of oneself and others.

Competencies of Learners

- Expressing opinions about the sound of music and vocals

Teaching and Learning Activities

Each musical instrument is uniquely designed in shape and structure to produce different sounds, serving specific purposes in music based on its design.

Attribute

- Critical thinking skills

Competency

- Eagerness to learn
- Determination to complete tasks

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on the shape and characteristics of musical instruments seen and heard in daily life	- Meet assessment criteria at level 2 or higher	- Study the shapes and characteristics of musical instruments commonly seen and heard in daily life
2. Expressing opinions about the sound of music and one's own or others' vocal performances	- Meet assessment criteria at level 2 or higher	- Study how to express opinions about music and vocal performances

Evaluation:

1. **Knowledge:** Achieve 60% or more
2. **Art skills and processes:** Achieve level 2 or higher
3. **Competency:** Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Shape and characteristics of musical instruments seen and heard in daily life	Student can identify the shape and characteristics of musical instruments at 80% accuracy or higher	Student can identify the shape and characteristics of musical instruments at 70 - 79% accuracy	Student can identify the shape and characteristics of musical instruments at 60 - 69% accuracy	Student can identify the shape and characteristics of musical instruments at less than 60% accuracy
2. Expressing opinions about the sound of music and vocals	Student can express opinions about the sound of music and vocals at 80%	Student can express opinions about the sound of music and	Student can express opinions about the sound of music and	Student can express opinions about the sound of music and vocals at less

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	accuracy or higher	vocals at 70 - 79% accuracy	vocals at 60 - 69% accuracy	than 60% accuracy

Chapter 7 Music in Daily Life

Music in Daily Life

Code: AR 13101

Grade 3

Time: 1 hour

Content: Music

Standard: AR 2.1 Understand and express oneself creatively in music, analyze, criticize, and evaluate the value of music, express feelings and thoughts freely through music. Appreciate and apply music in daily life.

Grade level Indicators:

AR 2.1 Gr. 3/7: Appropriately apply music to various occasions in daily life.

Competencies of Learners

- Using music for special occasions

Teaching and Learning Activities

Playing music for celebrations and national events brings joy to participants and symbolizes important moments for starting events in a festive and ceremonial manner.

Attribute

- Critical thinking skills

Competency

- Eagerness to learn
- Determination to complete tasks

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on applying music in daily life or appropriate occasions	- Meet assessment criteria at level 2 or higher	- Study how music can be appropriately used in daily life or special occasions

Evaluation:

1. **Knowledge:** Achieve 60% or more
2. **Art skills and processes:** Achieve level 2 or higher
3. **Competency:** Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Using music in daily life or for various occasions	Student can appropriately apply music to daily life or various occasions at 80% accuracy or higher	Student can appropriately apply music to daily life or various occasions at 70 - 79% accuracy	Student can appropriately apply music to daily life or various occasions at 60 - 69% accuracy	Student can appropriately apply music to daily life or various occasions at less than 60% accuracy

Chapter 8 Aesthetic Value of Music in Daily Life

Aesthetic Value of Music in Daily Life

Code: AR 13101

Grade 3

Time: 2 hours

Content: Music

Standard: AR 2.2 Understand the relationship between music, history, and culture, appreciate music as a cultural heritage, and acknowledge both local and global wisdom.

Indicators:

AR 2.2 Gr. 3/1: Identify the unique features and characteristics of local music.

Competencies of Learners

- The uniqueness of local music

Teaching and Learning Activities

Local music is born from the wisdom of local people and varies according to the community's way of life, traditions, and culture.

Attribute

- Critical thinking skills

Competency

- Eagerness to learn
- Determination to complete tasks

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on the unique features and characteristics of local music	- Meet assessment criteria at level 2 or higher	- Study the distinctive features and uniqueness of local music

Evaluation:

1. Knowledge: Achieve 60% or more
2. Art skills and processes: Achieve level 2 or higher
3. Competency: Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Unique features and characteristics of local music	Student can identify the unique features and characteristics of local music at 80% accuracy or higher	Student can identify the unique features and characteristics of local music at 70 - 79% accuracy	Student can identify the unique features and characteristics of local music at 60 - 69% accuracy	Student can identify the unique features and characteristics of local music at less than 60% accuracy

Chapter 9 Music and Local Cultural Heritage

Music and Local Cultural Heritage

Code: AR 13101

Grade 3

Time: 1 hour

Content: Music

Standard: AR 2.2 Understand the relationship between music, history, and culture, and appreciate music as a cultural heritage, local wisdom, both Thai and international.

Grade level Indicators:

AR 2.2 Gr. 3/2 Identify the importance and benefits of music in the daily life of people in the locality.

Competencies of Learners

- Music and daily life in the locality

Teaching and Learning Activities

Local music arises from the local wisdom of the people, with characteristics that differ according to the living conditions, traditions, and cultures of those people.

Attribute

- Critical thinking skills

Competency

- Eagerness to learn
- Dedication to work

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet on the importance and benefits of music in daily life in the locality	- Students pass the assessment at level 2 or higher	- Study and learn about the importance and benefits of music in daily life in the locality

Evaluation:

1. Knowledge: Achieve 60% or more
2. Art skills and processes: Achieve level 2 or higher
3. Competency: Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. The Importance and Benefits of Music in the Lives of People in the Local Community	Students can identify the importance and benefits of music in the lives of people in the local community at 80% or higher.	Students can identify the importance and benefits of music in the lives of people in the local community at 70% - 79%.	Students can identify the importance and benefits of music in the lives of people in the local community at 60% - 69%.	Students can identify the importance and benefits of music in the lives of people in the local community at less than 60%.

Chapter 10 Creative Artworks

Creative Artworks

Code: AR 13101

Grade 3

Time: 10 hours

Content: Visual Arts

Standard: AR 1.1 Create visual art based on imagination and creativity, analyze, criticize, and appreciate the value of visual art, express feelings and thoughts freely in artworks, and apply them to daily life.

Grade level Indicators:

- AR 1.1 Gr. 3/4 Draw and color objects around us
- AR 1.1 Gr. 3/5 Have basic skills in using materials and tools to create sculptures
- AR 1.1 Gr. 3/6 Draw and express thoughts and feelings from real-life events using lines, shapes, forms, colors, and textures
- AR 1.1 Gr. 3/7 Describe the reasons and methods for creating visual art, focusing on techniques and materials
- AR 1.1 Gr. 3/8 Identify what is appreciated and what needs improvement in one's own visual art
- AR 1.1 Gr. 3/9 Identify and categorize images based on the visual elements emphasized in the artwork
- AR 1.1 Gr. 3/10 Describe the shapes and forms in the design of objects found in the house and school

Competencies of Learners

- Materials and tools used to create visual art such as drawing, sculpting, and printmaking
- Use of materials and tools in sculpture
- Techniques and methods for creating visual art
- Expression of personal appreciation or suggestions for improvement in one's artwork
- Grouping of images based on emphasized visual elements
- Shapes and forms in design

Teaching and Learning Activities

Creating artworks requires practice with lines, shapes, forms, colors, and textures to develop skills and proficiency. Additionally, it is important to know how to choose the right materials and tools to effectively convey thoughts and feelings through visual art.

Attribute

- Critical thinking skills

Competency

- Eagerness to learn
- Dedication to work

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Drawing and coloring objects around us	- Passed assessment at level 2 or higher	- Study and learn about drawing and coloring objects around us
2. Worksheet on using materials and tools to create sculptures	- Passed assessment at level 2 or higher	- Study and learn about using materials and tools to create sculptures
3. Drawing to express thoughts and feelings from real-life events using lines, shapes, forms, colors, and textures	- Passed assessment at level 2 or higher	- Study and learn about drawing to express thoughts and feelings
4. Worksheet on methods for creating visual art, focusing on techniques and materials	- Passed assessment at level 2 or higher	- Study and learn about methods for creating visual art, focusing on techniques and materials
5. Worksheet on what to appreciate and what needs improvement in one's own visual art	- Passed assessment at level 2 or higher	- Study and learn about identifying aspects to appreciate and improve in one's own artwork

Teaching and Learning process	Evaluation	Activities
6. Worksheet on grouping images based on visual elements emphasized in the artwork	- Passed assessment at level 2 or higher	- Study and learn about categorizing images based on visual elements
7. Worksheet on shapes and forms in the design of objects found in the house and school	- Passed assessment at level 2 or higher	- Study and learn about shapes and forms in designs of everyday objects in the house and school

Evaluation:

1. **Knowledge:** Achieve 60% or more
2. **Art skills and processes:** Achieve level 2 or higher
3. **Competency:** Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Drawing and coloring objects around us	Students can draw and color objects around them at 80% or higher.	Students can draw and color objects around them at 70% - 79%.	Students can draw and color objects around them at 60% - 69%.	Students can draw and color objects around them at less than 60%.
2. Using materials and tools to create sculptures	Students have basic skills in using materials and tools for creative sculpting at 80% or higher.	Students have basic skills in using materials and tools for creative sculpting at 70% - 79%.	Students have basic skills in using materials and tools for creative sculpting at 60% - 69%.	Students have basic skills in using materials and tools for creative sculpting at less than 60%.
3. Drawing to express thoughts	Students can draw and	Students can draw and	Students can draw and convey	Students can draw and

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
and feelings from real-life events	convey thoughts and feelings from real-life events using lines, shapes, forms, colors, and textures at 80% or higher.	convey thoughts and feelings from real-life events using lines, shapes, forms, colors, and textures at 70% - 79%.	thoughts and feelings from real-life events using lines, shapes, forms, colors, and textures at 60% - 69%.	convey thoughts and feelings from real-life events using lines, shapes, forms, colors, and textures at less than 60%.
4. Method of creating visual art with emphasis on techniques and materials	Students can describe the reasons and methods for creating visual art, focusing on techniques and materials, at 80% or higher.	Students can describe the reasons and methods for creating visual art, focusing on techniques and materials, at 70% - 79%.	Students can describe the reasons and methods for creating visual art, focusing on techniques and materials, at 60% - 69%.	Students can describe the reasons and methods for creating visual art, focusing on techniques and materials, at less than 60%.
5. Identifying aspects to appreciate and improve in one's own artwork	Students can clearly identify aspects they appreciate and areas for improvement in their visual art work at 80% and above.	Students can identify aspects they appreciate and areas for improvement in their visual art work at 70% - 79%.	Students can identify aspects they appreciate and areas for improvement in their visual art work at 60% - 69%.	Students have difficulty identifying aspects they appreciate and areas for improvement in their visual art work at less than 60%.
6. Grouping images based on emphasized visual elements	Students can clearly identify aspects they appreciate and areas for	Students can identify aspects they appreciate and areas for improvement in	Students can identify aspects they appreciate and areas for improvement in	Students have difficulty identifying aspects they appreciate and

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	improvement in their visual art work at 80% and above.	their visual art work at 70% - 79%.	their visual art work at 60% - 69%.	areas for improvement in their visual art work at less than 60%.
7. Describing shapes and forms in the design of everyday objects	Students can describe the shape and form in the design of various objects found in the house and school at 80% and above.	Students can describe the shape and form in the design of various objects found in the house and school at 70% - 79%.	Students can describe the shape and form in the design of various objects found in the house and school at 60% - 69%.	Students can describe the shape and form in the design of various objects found in the house and school at less than 60%.

Chapter 11 Creative Movement

Creative Movement

Code: AR 13101

Grade 3

Time: 2 hours

Content : Performing Arts

Standard:

AR 3.1 Understands and expresses creativity in performing arts, analyzes, criticize, and appreciates the value of performing arts. Expresses feelings and ideas freely, appreciates, and applies them in daily life.

Grade level Indicators:

AR 3.1, Gr 3/1: Creates movement in various forms in short situations.

AR 3.1, Gr 3/2: Demonstrates gestures in sync with music according to the performing arts style.

Competencies of Learners

- Movement in various forms
- Demonstrating gestures in sync with music

Teaching and Learning Activities

Movement in various forms trains creativity, imagination, and helps to strengthen the body, allowing for agile movements.

Attribute

- Critical thinking skills

Competency

- Desire to learn
- Diligence in work

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Performing movement in various forms in short situations	Students pass the assessment with a score of 2 or higher	Study and practice performing movement in various forms in short situations.
2. Performing gestures in sync with music according to performing arts style	Students pass the assessment with a score of 2 or higher	Study and practice performing gestures in sync with music according to performing arts style.

Evaluation:

1. Knowledge: Achieve 60% or more
2. Art skills and processes: Achieve level 2 or higher
3. Competency: Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Performing movement in various forms in short situations	Student creates movement in various forms in short situations at 80% or higher	Student creates movement in various forms in short situations at 70 - 79%	Student creates movement in various forms in short situations at 60 - 69%	Student creates movement in various forms in short situations at less than 60%
2. Performing gestures in sync with music according to performing arts style	Student demonstrates gestures in sync with music at 80% or higher	Student demonstrates gestures in sync with music at 70 - 79%	Student demonstrates gestures in sync with music at 60 - 69%	Student demonstrates gestures in sync with music at less than 60%

Chapter 12 Diligent Participation in Activities

Diligent Participation in Activities

Code: AR 13101

Grade 3

Time: 3 hour

Content: Performing Arts

Standard:

AR 3.1 Understands and expresses creativity in performing arts, analyzes, criticize, and appreciates the value of performing arts. Expresses feelings and ideas freely, appreciates, and applies them in daily life.

Grade level Indicators:

AR 3.1, Gr 3/3: Compares the roles of performers and spectators.

AR 3.1, Gr 3/4: Actively participates in age-appropriate performance activities.

Competencies of Learners

- Roles of performers and spectators
- Active participation in performance activities

Teaching and Learning Activities

Principles of performance and audience etiquette enhance the understanding of performances. Spectators should be respectful to avoid disturbing the performers and others.

Attribute

- Critical thinking skills

Competency

- Desire to learn
- Diligence in work

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet: Comparing the roles of performers and spectators	Students pass the assessment with a score of 2 or higher	Study the comparison between the roles of performers and spectators.
2. Performing age-appropriate activities	Students pass the assessment with a score of 2 or higher	Study and practice performing age-appropriate activities.

Evaluation:

1. Knowledge: Achieve 60% or more
2. Art skills and processes: Achieve level 2 or higher
3. Competency: Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Comparing the roles of performers and spectators	Student compares roles of performers and spectators at 80% or higher	Student compares roles of performers and spectators at 70 - 79%	Student compares roles of performers and spectators at 60 - 69%	Student compares roles of performers and spectators at less than 60%
2. Performing age-appropriate activities	Student performs age-appropriate activities at 80% or higher	Student performs age-appropriate activities at 70 - 79%	Student performs age-appropriate activities at 60 - 69%	Student performs age-appropriate activities at less than 60%

Chapter 13 Applying Performing Arts to Daily Life

Applying Performing Arts to Daily Life

Code: AR 13101

Grade 3

Time: 2 hours

Content: Performing Arts

Standard:

AR 3.1 Understands and expresses creativity in performing arts, analyzes, criticize, and appreciates the value of performing arts. Expresses feelings and ideas freely, appreciates, and applies them in daily life.

Grade level Indicators:

AR 3.1, Gr 3/5: Describes the benefits of performing arts in daily life.

Competencies of Learners

- Integrating performing arts with other learning areas

Teaching and Learning Activities

Integrating performing arts with other subjects enhances the completeness and beauty of performances, making them memorable and enjoyable for the audience.

Attribute

- Critical thinking skills

Competency

- Desire to learn
- Diligence in work

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Worksheet: Describing the benefits of performing arts in daily life	Students pass the assessment with a score of 2 or higher	Study and describe the benefits of performing arts in daily life.

Evaluation:

1. Knowledge: Achieve 60% or more
2. Art skills and processes: Achieve level 2 or higher
3. Competency: Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Describing the benefits of performing arts in daily life	Student can describe the benefits at 80% or higher	Student can describe the benefits at 70 - 79%	Student can describe the benefits at 60 - 69%	Student can describe the benefits at less than 60%

Chapter 14 Local Performing Arts

Local Performing Arts

Code: AR 13101

Grade 3

Time: 3 hours

Content: Performing Arts

Standard:

AR 3.2 Understands the relationship between performing arts, history, and culture.

Appreciates performing arts as cultural heritage, local wisdom, Thai knowledge, and universal heritage.

Grade level Indicators:

AR 3.2, Gr 3/1: Narrates local performing arts performances seen.

AR 3.2, Gr 3/2: Identifies distinctive features and uniqueness of local performing arts.

AR 3.2, Gr 3/3: Explains the importance of performing arts.

Competencies of Learners

- Local performing arts
- Distinctive features and uniqueness of local performing arts
- Importance of performing arts

Teaching and Learning Activities

Local performing arts reflect the lifestyle, culture, and traditions of the area. They are cultural heritage that should be preserved for future generations.

Attribute

- Critical thinking skills

Competency

- Desire to learn
- Diligence in work

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Narrating local performing arts performances	Students pass the assessment with a score of 2 or higher	Study and narrate local performing arts performances.
2. Worksheet: Identifying distinctive features and uniqueness of local performing arts	Students pass the assessment with a score of 2 or higher	Study and identify the features of local performing arts.
3. Worksheet: Explaining the importance of performing arts	Students pass the assessment with a score of 2 or higher	Study and explain the importance of local performing arts.

Evaluation:

1. **Knowledge:** Achieve 60% or more
2. **Art skills and processes:** Achieve level 2 or higher
3. **Competency:** Achieve level 2 or higher

Evaluation Criteria

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Narrating local performing arts performances	Student can narrate performances at 80% or higher	Student can narrate performances at 70 -79%	Student can narrate performances at 60 - 69%	Student can narrate performances at less than 60%
2. Identifying distinctive features and uniqueness of local performing arts	Student can identify features at 80% or higher	Student can identify features at 70 - 79%	Student can identify features at 60 - 69%	Student can identify features at less than 60%
3. Explaining the importance of performing arts	Student can explain the	Student can explain the	Student can explain the	Student can explain the

Rubric Assessment	Quality Standard			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	importance at 80% or higher	importance at 70 - 79%	importance at 60 - 69%	importance at less than 60%

Grade 4 Unit Design Framework

Chapter 1 The Color of art works

Course Code: AR14101

Visual Arts

Grade 4

Time : 6 hours

Strands 1 Art

- 1.1 To create the imagination art works and has an analyze, criticize the art value. Has an ability to express and apply the independent feeling of each art works in daily life.

Grade level indicators:

- AR1.1 Gr.4/2 To discuss about influence color with human feeling including of warm tone and cool tone.
- Ar1.1 Gr.4/7 To draw and paint with warm tone and cool tone color and express the feeling and use imagination with art works.
- Ar1.1 Gr.4/9 To express the feeling of visual arts with tone color.

Competencies of Learners

- Influencing of warm tone and cool tone color.
- Warm and cool tone color and the imagination with art works.
- Express the feeling of visual arts with tone color.

Teaching and Learning Activities

The importance of dimensional drawing consist of light and shade and proportions.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Warm tone and cool tone with human feeling worksheet	- To discuss about the influencing of warm tone and cool tone color.	- To study about the influencing of warm tone and cool tone color.
2. Warm tone and cool tone in imagination worksheet.	- Drawing and painting with warm tone and cool tone in imagination.	- To express the feeling by drawing and painting with warm tone and cool tone in imagination.
3. Tone color to express visual arts feeling worksheet.	- Choosing correct tone color with express visual arts feeling.	- Drawing with tone color to express visual arts feeling.

Evaluation:

- 1. Knowledge:** Passing standard score up to 60 percentages.
- 2. Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
- 3. Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To discuss about the influencing of warm tone and cool tone color.	Has an ability to discuss about the influencing of warm tone and cool tone color up to 80 percentages.	Has an ability to discuss about the influencing of warm tone and cool tone color up to 70 - 79 percentages.	Has an ability to discuss about the influencing of warm tone and cool tone color up to 60 - 69 percentages.	Has an ability to discuss about the influencing of warm tone and cool tone color lower to 60 percentages.

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
2. To express the feeling by drawing and painting with warm tone and cool tone in imagination.	Has an ability to express the feeling by drawing and painting with warm tone and cool tone in imagination up to 80 percentages.	Has an ability to express the feeling by drawing and painting with warm tone and cool tone in imagination up to 70 – 79 percentages.	Has an ability to express the feeling by drawing and painting with warm tone and cool tone in imagination up to 60 – 69 percentages.	Has an ability to express the feeling by drawing and painting with warm tone and cool tone in imagination lower to 60 – percentages.
3. Drawing with tone color to express visual arts feeling.	Has an ability to draw with tone color to express visual arts feeling up to 80 percentages.	Has an ability to draw with tone color to express visual arts feeling up to 70 – 79 percentages.	Has an ability to draw with tone color to express visual arts feeling up to 60 – 69 percentages.	Has an ability to draw with tone color to express visual arts feeling lower to 60 – percentages.

Chapter 2 The colors of painting

Course Code: AR14101

Visual Arts

Grade 4

Time : 4 hours

Strands 1 Art

- 1.1 To create the imagination art works and has an analyze, criticize the art value. Has an ability to express and apply the independent feeling of each art works in daily life.

Grade level indicators:

AR1.1 Gr.4/5 Has a basic skill about art tools and materials to create drawing and painting art works.

AR1.1 Gr.4/6 To describe the appearance of pictures including of composition, tone, and shading

• Competencies of Learners

- Art tools and materials to create drawing and painting art works.
- The composition of tone and shading.

Teaching and Learning Activities

How to apply art material and tools with drawing and painting to relate with feeling expression and imagination in daily life.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Arts materials and tools for drawing and painting worksheet.	- Methods to use arts materials and tools for drawing and painting.	- To study about arts materials and tools for drawing and painting.
2. Proportions, light and shading for drawing and painting.	- Proportions, light and shading for drawing and painting techniques.	- To study about Proportions, light and shading for drawing and painting techniques

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To apply the methods of art materials and tools for drawing and painting.	Apply the methods of art materials and tools for drawing and painting up to 80 percentages.	Apply the methods of art materials and tools for drawing and painting up to 70 -79 percentages.	Apply the methods of art materials and tools for drawing and painting up to 60 - 69 percentages.	Apply the methods of art materials and tools for drawing and painting lower to 60 percentages.

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
2. To describe the picture appearances with proportions, light and shade.	Describe the picture appearances with proportions, light and shade up to 80 percentages.	Describe the picture appearances with proportions, light and shade up to 70 -79 percentages.	Describe the picture appearances with proportions, light and shade up to 60 - 69 percentages.	Describe the picture appearances with proportions, light and shade lower to 60 percentages.

Chapter 3 The musical poetry

Course Code: AR14101

Music

Grade 4

Time : 3 hours

Strands 2 Music

2.1 To understand and express the creativity music. To analyzing and criticizing the music value. To express and appreciate the feeling and opinion of music in daily life.

Grade level indicators:

AR2.1 Gr.4/1 To explain the song sentences.

AR2.1 Gr.4/2 To identify type of music instrumental in the song.

AR2.1 Gr.4/3 To identify the direction of dynamic sound, tempo rhythm and the speed of tempo rhythm.

Competencies of Learners

- Song structure
- Type of music instrumental
- Tempo rhythm.
- Music instrument maintenance

Teaching and Learning Activities

The musical components are including of tempo rhythm, rhythm and lyrics.

The different functions of Thai and national musical instrument make different feeling. To know the method of music instrument maintenance for using in a long term.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Music lyric worksheet	- To describe music lyric as criteria follow.	- To study music lyric describing follow the unit.
2. Identification music instrument worksheet	- To identify music instrument as criteria follow.	- To study about the identification of music instrument follow the unit.
3. The direction of rhythm and tempo rhythm worksheet.	- To identify the direction of rhythm and tempo rhythm as criteria follow.	- To study the direction of rhythm and tempo rhythm follow the unit.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Describing the music lyric.	Be able to describe the music lyric up to 80 percentages.	Be able to describe the music lyric up to 70 -79 percentages.	Be able to describe the music lyric up to 60 - 69 percentages.	Be able to Has an ability to describe the music lyric lower to 60 percentages.
2. Identification about music instrument as music follow	Be able to identify music instrument as music follow	Be able to identify music instrument as music follow	Be able to identify music instrument as music follow	Be able to identify music instrument as music follow

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	up to 80 percentages.	up to 70 -79 percentages.	up to 60 - 69 percentages.	lower to 60 percentages.
3. Identification The direction of rhythm and tempo rhythm	Be able to identify direction of rhythm and tempo rhythm as music follow up to 80 percentages.	Be able to identify direction of rhythm and tempo rhythm as music follow up to 70 -79 percentages.	Be able to identify direction of rhythm and tempo rhythm as music follow up to 60 - 69 percentages.	Be able to identify direction of rhythm and tempo rhythm as music follow lower to 60 percentages.

Chapter 4 Thai musical instrument

Course Code: AR14101

Music

Grade 4

Time : 1 hours

Strands 2 Music

2.2 To understand the relation between music, history, and culture. To appreciate music culture heritage, Thai, local and national wisdom.

Grade level indicators:

AR2.2 Gr.4/1 To explain the reference and the relation between local life in music and local song.

AR2.2 Gr.4/2 To identify the conservative of music culture.

• Competencies of Learners

- The relation between life and music.
- The conservative of music culture.
- To compare the features of Thai music instrument.

Teaching and Learning Activities

The different features of Thai music instrument are including of shapes, appearances, sounds and different maintenance to use in long term.

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Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. The relation between Thai local and Thai local song worksheet.	- To describe the reference and the relation of Thai local and Thai local song as criteria follow.	- To study about the reference and the relation of Thai local and Thai local song as the unit follow.
2. The features or music instrument name of Thais living.	- To describe the features or music instrument name of Thais living as criteria follow.	- To study about the features or music instrument name of Thais living as the unit follow.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Describing the reference and the relation between Thai local and Thai local song.	Be able to describe the reference and the relation between Thai local and Thai local song up to 80 percentages.	Be able to describe the reference and the relation between Thai local and Thai local song up to 70 -79 percentages.	Be able to describe the reference and the relation between Thai local and Thai local song up to 60 - 69 percentages.	Be able to describe the reference and the relation between Thai local and Thai local song lower to 60 percentages.

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
2. Describing the features or music instrument in Thais living. .	Be able to describe the features or music instrument in Thais living up to 80 percentages.	Be able to describe the features or music instrument in Thais living up to 70 -79 percentages.	Be able to describe the features or music instrument in Thais living up to 60 - 69 percentages.	Be able to describe the features or music instrument in Thais living lower to 60 percentages.

Chapter 5 The melody of songs

Course Code: AR14101

Music

Grade 4

Time : 1 hours

Strands 2 Music

2.1. To understand and express the creativity music. To analyzing and criticizing the music value. To express and appreciate the feeling and opinion of music in daily life.

Grade level indicators:

- AR2.1 Gr.4/4 Reading and writing musical notation with Thai and Western music.
- AR2.1 Gr.4/5 To sing the song that related with own voice.
- AR2.1 Gr.4/6 Have acknowledge about the methods to maintain music instrumental.
- AR2.1 Gr.4/7 To identify the music with the story.

Competencies of Learners

- Music's symbol are including of G-clef, staff, notes and rest and bar lines
- To sing the song that related with the scale.
- To maintain music instrumental
- Music's lyrics meaning.

Teaching and Learning Activities

To study the correct method for singing the song as lyric follows.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. To read and write Thai and national noted.	- Read and write Thai and national noted as criteria follow.	- Read and write Thai and national noted as the unit follow.
2. To sing the song with own age period.	- Sing the song with own age period as criteria follow.	- Sing the song with own age period as the unit follow.
3. Maintenance music instrument worksheet.	- Understanding the method to maintenance music instrument as criteria follow.	- To study the method to maintenance music instrument as the method to maintenance music instrument as the unit follow.
4. Identification to express story from the music worksheet.	- To identify the music with the story as criteria follow.	- To study the music with the story as the unit follow.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To read and write Thai and national noted.	Be able to read and write Thai and national noted	Be able to read and write Thai and national noted	Be able to read and write Thai and national noted	Be able to read and write Thai and national

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	up to 80 percentages.	up to 70 -79 percentages.	up to 60 - 69 percentages.	noted lower to 60 percentages.
2. To sing the song with own age period.	Be able to sing the song with own age period up to 80 percentages.	Be able to sing the song with own age period up to 70 -79 percentages.	Be able to sing the song with own age period up to 60 - 69 percentages.	Be able to sing the song with own age period lower to 60 percentages.
3. Maintenance music instrument worksheet.	Understanding about the method to maintain music instrument up to 80 percentages.	Understanding about the method to maintain music instrument up to 70 -79 percentages.	Understanding about the method to maintain music instrument up to 60 - 69 percentages.	Understanding about the method to maintain music instrument lower to 60 percentages.
4. Identification to express story from the music worksheet.	Be able to identify the music with the story up to 80 percentages.	Be able to identify the music with the story up to 70 -79 percentages.	Be able to identify the music with the story up to 60 - 69 percentages.	Be able to identify the music with the story lower to 60 percentages.

Chapter 6 The local culture musical conservation

Course Code: AR14101

Music

Grade 4

Time : 2 hours

Strands 2 Music

2.1. To understand and express the creativity music. To analyzing and criticizing the music value. To express and appreciate the feeling and opinion of music in daily life.

Grade level indicators:

AR2.1 Gr.4/1 To explain the song sentences.

AR2.1 Gr.4/2 To identify type of music instrumental in the song.

Competencies of Learners

- The relation of Thai's living to Thai's musical and local song.
- The conservative of musical culture importance.
- To study and compare Thai's living to Thai's musical and local song.
- To appreciate the conservative of musical culture importance.

Teaching and Learning Activities

Local music with Thai people is the reflection to Thai living and the cultural different and it is a cultural heritage for long period.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Musical references and Thai living to reflect with Thai and local music worksheet.	- To describe Musical references and Thai living to reflect with Thai and local as criteria follow.	- To describe Musical references and Thai living to reflect with Thai and local as the unit follow.
2. The importance of musical culture conservative worksheet.	- To identify the importance of musical culture conservative as criteria follow.	- To identify the importance of musical culture conservative as the unit follow.

Evaluation:

- 1. Knowledge:** Passing standard score up to 60 percentages.
- 2. Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
- 3. Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To describe musical references and Thai living to reflect with Thai and local.	Be able to describe musical references and Thai living to reflect with Thai and local up to 80 percentages.	Be able to describe musical references and Thai living to reflect with Thai and local up to 70 -79 percentages.	Be able to describe musical references and Thai living to reflect with Thai and local up to 60 - 69 percentages.	Be able to describe musical references and Thai living to reflect with Thai and local lower to 60 percentages.
2. To identify the importance of musical culture conservative.	Be able to identify the importance of musical	Be able to identify the importance of musical	Be able to identify the importance of musical	Be able to identify the importance of musical

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	culture conservative up to 80 percentages.	up to 70 -79 percentages.	up to 60 - 69 percentages.	lower to 60 percentages.

Chapter 7 Visual art components

Course Code: AR14101

Art

Grade 4

Time : 2 hours

Strands 1 Art

- 1.1 To create the imagination art works and has an analyze, criticize the art value. Has an ability to express and apply the independent feeling of each art works in daily life.

Grade level indicators:

- AR1.1 Gr.4/1 To compare shapes and appearances in natural, environment and visual arts.
- AR1.1 Gr.4/3 To identify things in natural, environment and visual arts with lines, colors, shapes, textures and visual space.

Competencies of Learners

- Shapes and appearances in natural, environment and visual arts.

Teaching and Learning Activities

Shapes and appearances in natural, environment are the important components to create visual arts. To create new styles of visual arts with space and surfaces.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Comparison the feature of shapes in environment nature with visual arts worksheet.	- To compare the feature of shapes in environment natural with visual arts as criteria follow.	- To compare the feature of shapes in environment natural with visual arts as the unit follow.
2. Identification of visual arts components in environment nature and visual arts with line, colors, shapes, surfaces and spaces.	- To identify the visual arts components in environment nature and visual arts with line, colors, shapes, surfaces and spaces as criteria follow.	- To identify the visual arts components in environment nature and visual arts with line, colors, shapes, surfaces and spaces as the unit follow.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Comparison the feature of shapes in environment nature with visual arts.	Be able to compare the feature of shapes in environment nature with visual arts up	Be able to compare the feature of shapes in environment nature with visual arts	Be able to compare the feature of shapes in environment nature with visual arts	Be able to compare the feature of shapes in environment nature with visual arts

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	up to 80 percentages.	up to 70 -79 percentages.	up to 60 - 69 percentages.	lower to 60 percentages.

Chapter 8 Print making

Course Code: AR14101

Art

Grade 4

Time : 4 hours

Strands 1 Art

- 1.1 To create the imagination art works and has an analyze, criticize the art value. Has an ability to express and apply the independent feeling of each art works in daily life.

Grade level indicators:

- AR1.1 Gr.4/4 Has a basic skill about art tools and materials to create printmaking art works.
- AR1.1 Gr.4/8 To compare the opinion of own and others visual arts.

Competencies of Learners

- Art tools and materials to create printmaking art works.

Teaching and Learning Activities

Print making is one kind of visual arts creation.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Basic skill of print making materials and tools.	- Be able to use print making materials and tools as criteria follow.	- Be able to use print making materials and tools as the unit follow.
2. Comparison about expressing feeling to the different visual arts worksheet.	- Be able to compare the expressing feeling to the different visual arts as criteria follow.	- Be able to compare the expressing feeling to the different visual arts as the unit follow.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Basic skill of print making materials and tools.	Be able to understand print making materials and tools up to 80 percentages.	Be able to understand print making materials and tools up to 70 -79 percentages.	Be able to understand print making materials and tools up to 60 - 69 percentages.	Be able to understand print making materials and tools lower to 60 percentages.
2. Comparison about expressing feeling to the different visual arts.	Be able to compare the expressing feeling to the different visual	Be able to compare the expressing feeling to the different visual arts up to 70 -	Be able to compare the expressing feeling to the different visual arts up to 60 -	Be able to compare the expressing feeling to the different visual

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	arts up to 80 percentages.	79 percentages.	69 percentages.	percentages.

Chapter 9 Local wisdom visual arts

Course Code: AR14101

Art

Grade 4

Time : 4 hours

Strands 1 Art

- 1.2 To understand and have a cognitive orientation about the relation between visual arts, history and culture. To appreciate the visual arts value including of cultural heritage, local wisdom, Thai local and international wisdom.

Grade level indicators:

- AR1.2 Gr.4/1 To identify and discuss about the visual arts in each situation and Thai local festivals.
- AR1.2 Gr.4/2 To describe each culture visual arts.

Competencies of Learners

- The visual arts in Thai local festivals.
- The culture visual arts.

Teaching and Learning Activities

The local visual arts are unique valuable art works for a long time ago are including of situations, festivals, local cultures. In the present time, people can create the local visual arts to be more modern and to conserve the visual arts to young people.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. The visual arts in Thai local situations and festivals worksheet.	- Be able to identify the visual arts in Thai local situations and festivals as the criteria follows.	- Be able to identify the visual arts in Thai local situations and festivals as the unit follows.
2. The visual arts in different culture describing worksheet.	- Be able to describe the visual arts in different culture as the criteria follows.	- Be able to describe the visual arts in different culture as the unit follows.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To identify and discuss about the visual arts in Thai local situations and festivals.	Be able to identify and discuss about the visual arts in Thai local situations and festivals up to 80 percentages.	Be able to identify and discuss about the visual arts in Thai local situations and festivals up to 70 -79 percentages.	Be able to identify and discuss about the visual arts in Thai local situations and festivals up to 60 - 69 percentages.	Be able to identify and discuss about the visual arts in Thai local situations and festivals lower to 60 percentages.
2. To describe about visual arts in different culture.	Be able to describe about visual arts in different culture up to	Be able to describe about visual arts in different culture up to	Be able to describe about visual arts in different culture up to	Be able to describe about visual arts in different culture up to

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
.	80 percentages.	70 -79 percentages.	60 - 69 percentages.	lower to 60 percentages.

Chapter 10 Local dancing value and history

Course Code: AR14101

Dancing

Grade 4

Time : 2 hours

Strands 3 Dancing

3.2 To understand the relation between dancing, history and culture. To appreciate dancing value that is cultural heritage, Thai, local and national wisdom.

Grade level indicators:

- AR3.2 Gr.4/1 To explain about dancing history.
- AR3.2 Gr.4/2 To compare dancing performance with others tradition culture.
- AR3.2 Gr.4/3 To explain the performance importance and to respect with dancing.
- AR3.2 Gr.4/4 To explain the conservative reason for Thai dancing performance.

Competencies of Learners

- The history of Thai dancing performance.
- Thai dancing performance's clothing.
- The importance features of Thai dancing performance.
- To compare Thai dancing performance and Thai local dancing performance.

Teaching and Learning Activities

Thai and national dancing performance are Thai heritage culture to younger people.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Thai dancing performance's history worksheet.	- Be able to explain Thai dancing performance's history as the criteria follows.	- Be able to explain Thai dancing performance's history as the unit follows.
2. The comparison of Thai dancing performance and different dancing performance.	- Be able compare Thai dancing performance and different dancing performance as the criteria follows.	- Be able compare Thai dancing performance and different dancing performance as the unit follows.
3. The importance of studying and Thai dancing performance worksheet.	- Be able to explain the importance of studying and Thai dancing performance as the criteria follows.	- Be able explain the importance of studying and Thai dancing performance as the unit follows.
4. Identification about Thai dancing performance conservation worksheet.	- Be able to identify Identification about Thai dancing performance conservation as the criteria follows.	- Be able to identify Identification about Thai dancing performance conservation as the unit follows.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To explain Thai dancing performance's history.	Be able to explain Thai dancing performance's history up to 80 percentages.	Be able to explain Thai dancing performance's history up to 70 -79 percentages.	Be able to explain Thai dancing performance's history up to 60 - 69 percentages.	Be able to explain Thai dancing performance's history lower to 60 percentages.
2. To compare Thai dancing performance and different dancing performance.	Be able to compare about performance and different dancing performance up to 80 percentages.	Be able to compare about performance and different dancing performance up to 70 -79 percentages.	Be able to compare about performance and different dancing performance up to 60 - 69 percentages.	Be able to compare about performance and different dancing performance lower to 60 percentages.
3. To explain the importance of studying and Thai dancing performance.	Be able to explain the importance of studying and Thai dancing performance up to 80 percentages.	Be able to explain the importance of studying and Thai dancing performance up to 70 -79 percentages.	Be able to explain the importance of studying and Thai dancing performance up to 60 - 69 percentages.	Be able to explain the importance of studying and Thai dancing performance lower to 60 percentages.
4. To identify about Thai dancing performance conservation.	To identify Thai dancing performance conservation up to 80 percentages.	To identify Thai dancing performance conservation up to 70 -79 percentages.	To identify Thai dancing performance conservation up to 60 - 69 percentages.	To identify Thai dancing performance conservation lower to 60 percentages.

Chapter 11 Basic Thai dancing performance

Course Code: AR14101

Dancing

Grade 4

Time : 2 hours

Strands 3 Dancing

- 3.1 To understand and represent about the creative dancing. To analyzing and criticizing dancing value. To express the feeling and share opinion with the daily life.
- 3.2 To understand the relation between dancing, history and culture. To appreciate dancing value that is cultural heritage, Thai, local and national wisdom.

Grade level indicators:

- AR3.1 Gr.4/1 To identify dancing basically and express the feeling from drama.
- AR3.2 Gr.4/2 To compare dancing performance with others tradition culture.
- AR3.2 Gr.4/3 To explain the performance importance and to respect with dancing.

Competencies of Learners

- Dancing words are including of body language and dancing words practicing.
- Body language and dancing words practicing with soul-stirring song or national anthem

Teaching and Learning Activities

The respect to Thai dancing performance performer and teachers.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Identification about Thai dancing performance skills and drama to express meaning and feeling.	- Be able to identify about Thai dancing performance skills and drama to express meaning and feeling as the criteria follows.	- Be able to explain identify about Thai dancing performance skills and drama to express meaning and feeling as the unit follows.
2. Body language and Thai dancing words practicing.	- Be able to practice about Body language and Thai dancing words as the criteria follows.	- Be able to practice about Body language and Thai dancing words as the unit follows.
3. Explaining about the importance of the respect in part of studying and Thai dancing performance worksheet.	- Be able to explain about the importance of the respect in part of studying and Thai dancing performance as the criteria follows.	- Be able to explain about the importance of the respect in part of studying and Thai dancing performance as the unit follows.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Identification about Thai dancing performance skills and drama to	To identify Thai dancing performance skills and	To identify Thai dancing performance skills and	To identify Thai dancing performance skills and up to	To identify Thai dancing performance skills and up to

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
express meaning and feeling.	drama to express meaning and feeling up to 80 percentages.	drama to express meaning and feeling up to 70 -79 percentages.	drama to express meaning and feeling up to 60 - 69 percentages.	drama to express meaning and feeling lower to 60 percentages.

Chapter 12 The creative dance style

Course Code: AR14101

Dancing

Grade 4

Time : 6 hours

Strands 3 Dancing

3.1 To understand and represent about the creative dancing. To analyzing and criticizing dancing value. To express the feeling and share opinion with the daily life.

Grade level indicators:

AR3.1 Gr.4/4 To dance in parts of pair and teamwork.

Competencies of Learners

- Standard Ramwong
- Lotus Dance

Teaching and Learning Activities

Thai dancing performance and body language are components of Thai performance dancing to express feeling and appreciated to the audiences.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. The conservation of Thai dancing performance worksheet.	- Be able to identify about the conservation of Thai dancing performance as criteria follows.	- Be able to identify about the conservation of Thai dancing performance as the unit follows.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Identification about the conservation of Thai dancing performance.	Be able to identify about the conservation of Thai dancing performance up to 80 percentages	Be able to identify about the conservation of Thai dancing performance up to 70 - 79 percentages	Be able to identify about the conservation of Thai dancing performance up to 60 - 60 percentages	Be able to identify about the conservation of Thai dancing performance lower to 60 percentages

Grade 5 Unit Design Framework

Chapter 1 The new perspective

Course Code: AR15101

Art

Grade 5

Time : 3 hours

Strands 1 Arts

1.1 To describe the rhythm of things around in environment and visual arts.

Grade level indicators:

AR1.1 Gr.5/1 To describe the rhythm of things around in environment and visual arts.

AR1.1 Gr.5/2 To compare the similarity and difference of visual arts with arts tools or materials creation and different methods.

AR1.1 Gr.5/7 To describe visual arts advantages and value for living life.

Competencies of Learners

- The rhythm of things around in environment and visual arts.
- The similarity and difference of visual arts.
- The visual arts components and visual arts expression.

Teaching and Learning Activities

The proportions of line, colors, shapes positions as from the emotion and feeling of visual arts creator.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. The proportions of visual arts worksheet	- To describe about the proportions of visual arts	- To study about the visual arts
2. Comparative of visual arts differential worksheet.	- To compare about the different of visual arts with materials and tool and different technique.	- To study about the different of visual arts with materials and tool and different technique.
3. An advantage and valuable of visual arts worksheet	- To describe an advantage and valuable of visual arts to people living.	- To study about an advantage and valuable of visual arts to people living.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Describing about the proportions of visual arts.	Be able to describe about the proportion of visual arts up to 80 percentages	Be able to describe about the proportion of visual arts up to 70 - 79 percentages	Be able to describe about the proportion of visual arts up to 60 - 60 percentages	Be able to describe about the proportion of visual arts lower to 60 percentages
2. To compare about visual arts differential.	Be able to compare about visual	Be able to compare about visual	Be able to compare about visual	Be able to compare about visual

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	arts differential up to 80 percentages	arts differential up to 70 - 79 percentages	arts differential up to 60 - 60 percentages	arts differential lower to 60 percentages

Chapter 2 Visual arts new techniques

Course Code: AR15101

Art

Grade 5

Time : 7 hours

Strands 1 Arts

1.1 To describe the rhythm of things around in environment and visual arts.

Grade level indicators:

AR1.1 Gr.5/3 To draw with the shading, value color and tone technique.

AR1.1 Gr.5/6 To identify the problem of visual art composition and communication art. To improve own visual art.

AR1.1 Gr.5/7 To describe visual arts advantages and value for living life.

Competencies of Learners

- Light and shading and tone colors.
- Visual arts components and visual arts expression.

Teaching and Learning Activities

The reflection of light and shading and tone colors to light and shading drawing in natural.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Drawing with Light and shading and tone colors techniques.	- Drawing with Light and shading and tone colors techniques.	- To study about drawing with Light and shading and tone colors techniques
2. Use visual arts components and visual arts expression worksheet.	- Use visual arts components and visual arts expression.	- To study about Visual arts components and visual arts expression and understand the methods to improve

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Drawing with Light and shading and tone colors techniques.	Be able to draw with light and shading and tone colors techniques up to 80 percentages	Be able to draw with light and shading and tone colors techniques up to 70 - 79 percentages	Be able to with light and shading and tone colors techniques up to 60 - 60 percentages	Be able to draw with light and shading and tone colors techniques lower to 60 percentages
2. Use Visual arts components and visual arts expression.	Be able to use visual arts components and	Be able to use visual arts components and	Be able to use visual arts components and	Be able to use visual arts components and

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	visual arts expression up to 80 percentages	visual arts expression up to 70 - 79 percentages	visual arts expression up to 60 - 60 percentages	visual arts expression lower to 60 percentages

Chapter 3 The colorful of music

Course Code: AR15101

Music

Grade 5

Time : 2 hours

Strands 2 Music

2.1 To understand and express the creativity music. To analyzing and criticizing the music value. To express and appreciate the feeling and opinion of music in daily life.

Grade level indicators:

AR2.1 Gr.5/1 To identify music compositions for expressing music.

AR2.1 Gr.5/2 To discuss about the reflection of visual arts to culture and local wisdom.

Competencies of Learners

- Music expression components features.
- Type of singers sounds features.
- Type of music bands features.

Teaching and Learning Activities

The musical components in the song is the features to make music completely perfect to the listeners.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. The musical components to express song feeling worksheet.	- To identify the musical components to express song feeling.	- To study about the musical components to express song feeling.
2. The features of singing sounds and musical instruments sounds worksheet.	- To identify the features of singing sounds and	- To study about the features of singing

Teaching and Learning process	Evaluation	Activities
	musical instruments sounds.	sounds and musical instruments sounds.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To identify the musical components to express song feeling.	Be able to identify the musical components to express song feeling. up to 80 percentages	Be able to identify the musical components to express song feeling up to 70 - 79 percentages	Be able to identify the musical components to express song feeling up to 60 - 60 percentages	Be able to identify the musical components to express song feeling lower to 60 percentages
2. To identify the features of singing sounds and musical instruments sounds.	Be able to identify features of singing sounds and musical instruments sounds up to 80 percentages	Be able to identify features of singing sounds and musical instruments sounds up to 70 - 79 percentages	Be able to identify features of singing sounds and musical instruments sounds up to 60 - 60 percentages	Be able to identify features of singing sounds and musical instruments sounds lower to 60 percentages

Chapter 4 The relation of noted

Course Code: AR15101

Music

Grade 5

Time : 3 hours

Strands 2 Music

2.1 To understand and express the creativity music. To analyzing and criticizing the music value. To express and appreciate the feeling and opinion of music in daily life.

Grade level indicators:

AR2.1 Gr.5/3 To read and write pentatonic scale of Thai and national music.

AR2.1 Gr.5/4 Have a skill to play musical instrument and rhythm.

Competencies of Learners

- Musical symbols and signs are including of pentatonic scale and pentatonic scale music notation
- Percussion instruments
- Musical instruments rhythm.

Teaching and Learning Activities

The objective of musical symbols and signs is liked musical's language to help people learn to play musical instrument.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Pentatonic scale and pentatonic scale music notation worksheet.	- To read pentatonic scale and pentatonic scale music notation.	- To study about pentatonic scale and pentatonic scale music notation.
2. Percussion instruments and musical instruments rhythm.	- Percussion instruments and musical instruments rhythm skills.	- To study about Percussion instruments and musical instruments rhythm skills.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To read pentatonic scale and pentatonic scale music notation.	Be able to read pentatonic scale and pentatonic scale music notation up to 80 percentages.	Be able to read pentatonic scale and pentatonic scale music notation up to 70 - 79 percentages.	Be able to read pentatonic scale and pentatonic scale music notation up to 60 - 60 percentages.	Be able to read pentatonic scale and pentatonic scale music notation lower to 60 percentages
2. Percussion instruments and musical instruments rhythm skills.	Be able to use instruments and musical instruments	Be able to use instruments and musical instruments	Be able to use instruments and musical instruments	Be able to use instruments and musical instruments

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	rhythm skills up to 80 percentages	rhythm skills up to 70 - 79 percentages	rhythm skills up to 60 - 60 percentages	rhythm skills lower to 60 percentages

Chapter 5 Singing intonation

Course Code: AR15101

Music

Grade 5

Time : 2 hours

Strands 2 Music

2.1 To understand and express the creativity music. To analyzing and criticizing the music value. To express and appreciate the feeling and opinion of music in daily life.

Grade level indicators:

AR2.1 Gr.5/5 To sing national or Thai song with appropriate age.

AR2.1 Gr.5/6 To improvise the song.

Competencies of Learners

- Singing Thai song in simple duple time.
- National or modern Thai song singing.
- Canon Round harmony.
- Creating the song.

Teaching and Learning Activities

Thai song in simple duple time is Moderato rhythm for National or modern Thai song singing and national musical instrument. The Canon and Round harmony is main musical unit for national music is different with Thai musical.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. National or modern Thai song singing.	- National or modern Thai song singing skills.	- To study about National or modern Thai song singing skills.
2. Improvising with basic sentences.	- Improvising skill.	- To study about Improvising with basic sentences skill.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. National or modern Thai song singing with appropriate age.	Be able to sing national or modern Thai song with appropriate age up to 80 percentages.	Be able to sing national or modern Thai song with appropriate age up to 70 - 79 percentages.	Be able to sing national or modern Thai song with appropriate age up to 60 - 60 percentages.	Be able to sing national or modern Thai song with appropriate age lower to 60 percentages
2. Improvising with basic sentences.	Be able to improvise with basic sentences up to 80 percentages.	Be able to improvise with basic sentences up to 70 - 79 percentages.	Be able to improvise with basic sentences up to 70 - 79 percentages.	Be able to improvise with basic sentences lower to 60 percentages

Chapter 6 Local musical instrument

Course Code: AR15101

Music

Grade 5

Time : 3 hours

Strands 2 Music

- 2.1 To understand and express the creativity music. To analyzing and criticizing the music value. To express and appreciate the feeling and opinion of music in daily life.
- 2.2 To understand the relation between music, history, and culture.
To appreciate music culture heritage, Thai, local and national wisdom.

Grade level indicators:

- AR2.1 Gr.5/7 To express an imagination with music.
- AR2.2 Gr.5/1 To explain the relation between music and others culture tradition.
- AR2.2 Gr.5/2 To explain the music value from different culture.

Competencies of Learners

- Musical instruments with dancing activity.
- To create the soundtrack with story.
- Music and culture
- The value of music culture

Teaching and Learning Activities

The valuable of Thai cultures musical are 4 resources including of norther culture musical, central region culture musical, north eastern culture musical and south culture musical.

Attribute

- Discipline
- Commitment to work
- Thainess conservative

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Musical instrument with imagine expression.	- Musical instrument with imagine expression skill.	- To study about musical instrument with imagine expression.
2. The relation of music with different culture traditional worksheet.	- To explain about the relation of music with different culture traditional.	- To study about the relation of music with different culture traditional.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Musical instrument with imagine expression skill.	Be able to use musical instrument with imagine expression skill up to 80 percentages.	Be able to use musical instrument with imagine expression skill up to 70 - 79 percentages.	Be able to use musical instrument with imagine expression skill up to 60 - 69 percentages.	Be able to use musical instrument with imagine expression skill lower to 60 percentages
2. The relation of music with different culture traditional	Be able to explain the relation of traditional	Be able to explain the relation of traditional	Be able to explain the relation of traditional	Be able to explain the relation of traditional

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
worksheet.	different culture traditional up to 80 percentages.	different culture traditional up to 70 - 79 percentages.	different culture traditional up to 60 - 60 percentages.	different culture traditional lower to 60 percentages

Chapter 7 The visual arts creation

Course Code: AR15101

Art

Grade 5

Time : 5 hours

Strands 1 Art

- 1.1 To create the imagination visual arts, analyzing and criticizing the value of art works. To express the feeling and opinion to an art works and apply to the daily life.

Grade level indicators:

- AR1.1 Gr.5/4 To create sculpture art with clay or plasticine.
- AR1.1 Gr.5/5 To create print making with the things around composition in the picture.
- AR1.1 Gr.5/7 To describe visual arts advantages and value for living life.

Competencies of Learners

- To create sculpture art with clay or plasticine with own imagination.
- The composition of print making.

Teaching and Learning Activities

Improving the visual arts problems.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Sculpture art with clay or plasticine with own imagination.	- To create sculpture art with clay or plasticine with own imagination.	- To study about sculpture art with clay or plasticine with own imagination.
2. The imagination of print making.	- To create print making with things positions.	- To study the creation about print making with things positions.
3. The advantage and valuable of visual arts worksheet.	- To describe about the advantage and valuable of visual arts to people living.	- To study about the advantage and valuable of visual arts to people living.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Bas - Relief	Be able to create bas - relief up to 80 percentages.	Be able to create bas - relief up to 70 - 79 percentages.	Be able to create bas - relief up to 60 - 69 percentages.	Be able to create bas - relief lower to 60 percentages.
2. High - Relief	Be able to create high – relief up to 80 percentages.	Be able to create high – relief up to 70 - 79 percentages	Be able to create high – relief up to 60 – 69 percentages.	Be able to create high – relief lower to 60 percentages.
3. Round Relief	Be able to	Be able to	Be able to	Be able to

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	create round relief up to 80 percentages.	create round relief up to 70 - 79 percentages.	create round relief up to 60 - 69 percentages.	create round relief lower to 60 percentages.
4. Natural print making.	Be able to make natural print making up to 80 percentages.	Be able to make natural print making up to 70 - 79 percentages.	Be able to make natural print making up to 60 - 69 percentages.	Be able to make natural print making lower to 60 percentages.

Chapter 8 The conservative of local wisdom and local visual arts.

Course Code: AR15101

Art

Grade 5

Time : 5 hours

Strands 1 Art

- 1.2 To understand and have a cognitive orientation about the relation between visual arts, history and culture. To appreciate the visual arts value including of cultural heritage, local wisdom, Thai local and international wisdom.

Grade level indicators:

- AR1.2 Gr.5/1 To identify and describe the characteristics of learning resources visual arts or art exhibition.
- AR1.2 Gr.5/2 To discuss about the reflection of visual arts to culture and local wisdom.

Competencies of Learners

- The characteristics of visual arts.
- The reflection of visual arts to culture and local wisdom.

Teaching and Learning Activities

The visual arts of different local wisdom is the creation from local tradition, influence local culture, belief to the local unique from past to present time.

Attribute

- Discipline
- Commitment to work
- Thainess conservative

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Visual arts features worksheet.	- To identify and describe the visual arts features in learning resources or art exhibition.	- To study about the visual arts features in learning resources or art exhibition.
2. The visual arts reflected to local culture and tradition explanation.	- To discuss about the visual arts reflected to local culture and tradition.	- To study about the visual arts reflected to local culture and tradition.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To identify and describe the visual arts features in learning resources or art exhibition.	Be able to identify and describe the visual arts features in learning resources or art exhibition up to 80 percentages.	Be able to identify and describe the visual arts features in learning resources or art exhibition up to 70 - 79 percentages.	Be able to identify and describe the visual arts features in learning resources or art exhibition up to 60 - 69 percentages.	Be able to identify and describe the visual arts features in learning resources or art exhibition lower to 60 percentages.
2. To discuss about the visual arts reflected to local culture and	Be able to discuss about the visual arts reflected to	Be able to discuss about the visual arts reflected to	Be able to discuss about the visual arts reflected to	Be able to discuss about the visual arts reflected to

Chapter 9 The conservative of Thai dancing performance.

Course Code: AR15101

Dancing

Grade 5

Time : 4 hours

Strands 3 Dancing

- 3.1 To understand and represent about the creative dancing. To analyzing and criticizing dancing value. To express the feeling and share opinion with the daily life.

Grade level indicators:

- AR3.1 Gr.5/1 To describe dancing components.
 AR3.1 Gr.5/2 Have an ability to show own performance with song or story.
 AR3.1 Gr.5/3 Have an ability to dance with body language and dancing words to express the feeling.

Competencies of Learners

- The dancing components
- To create dancing with rhythm and story.
- Standard Ramwong

Teaching and Learning Activities

Thai dancing performance has been one kind of beautiful unique performance of Thailand since past until present time. The dancing components is one important parts of Thai dancing performance to be more gracefully.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Thai dancing performance components worksheet.	- To describe Thai dancing performance components.	- To study about Thai dancing performance components.
2. To create dancing with rhythm and story.	- Creating dancing with rhythm and story skill.	- To study about the creation dancing with rhythm and story.
3. Thai dancing performance body language and words.	- To express feeling and present by Thai dancing performance body language and words skills.	- To study about the expression feeling and present by Thai dancing performance body language and words.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Explanation about Thai dancing performance components.	Be able to explain about Thai dancing performance components up to 80 percentages.	Be able to explain about Thai dancing performance components up to 70 - 79 percentages.	Be able to explain about Thai dancing performance components up to 60 - 69 percentages.	Be able to explain about Thai dancing performance components lower to 60 percentages.

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
2. To create dancing with rhythm and story.	Be able to create dancing with rhythm and story up to 80 percentages.	Be able to dancing with rhythm and story up to 70 - 79 percentages.	Be able to dancing with rhythm and story up to 60 - 69 percentages.	Be able to dancing with rhythm and story lower to 60 percentages.

Chapter 10 Drama references

Course Code: AR15101

Dancing

Grade 5

Time : 4 hours

Strands 3 Dancing

- 3.1 To understand and represent about the creative dancing. To analyzing and criticizing dancing value. To express the feeling and share opinion with the daily life.

Grade level indicators:

- AR3.1 Gr.5/4 To participate with storyboard writing or skit activity.
 AR3.1 Gr.5/5 To compare the components of dancing.
 AR3.1 Gr.5/6 To explain the advantage of performance.

Competencies of Learners

- Drama components
- Performance manners
- To express the feeling and performance value.

Teaching and Learning Activities

Drama is one kind of performing arts to create for expressing feeling to people about story sharing, experiences, fashion show, musical show and Thai dancing performance.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Story board or skit.	- To participate in activity of story board writing or skit.	- To study about the method to write story board or skit.
2. Thai performance dancing comparison worksheet.	- To compare the different of Thai performance dancing.	- To study about the different of Thai performance dancing/.
3. The advantages of performance watching.	- To explain the advantages of performance watching.	- To study about the advantages of performance watching.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Story board or skit.	Be able to write about story board or skit up to 80 percentages.	Be able to write about story board or skit up to 70 - 79 percentages.	Be able to write about story board or skit up to 60 - 69 percentages.	Be able to write about story board or skit lower to 60 percentages.
2. Thai performance dancing comparison.	Be able to compare Thai performance dancing up to 80 percentages.	Be able to compare Thai performance dancing up to 70 - 79 percentages.	Be able to compare Thai performance dancing up to 60 - 69 percentages.	Be able to compare Thai performance dancing lower to 60 percentages.

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
3. To explain the advantages of performance watching.	Be able to explain the advantages of performance watching up to 80 percentages.	Be able to explain the advantages of performance watching up to 70 - 79 percentages.	Be able explain the advantages of performance watching to up to 60 - 69 percentages.	Be able explain the advantages of performance watching to dancing lower to 60 percentages.

Chapter 11 Local tradition Thai dancing performance

Course Code: AR15101

Dancing

Grade 5

Time : 2 hours

Strands 3 Dancing

- 3.2 To understand the relation between dancing, history and culture. To appreciate dancing value that is cultural heritage, Thai, local and national wisdom.

Grade level indicators:

- AR3.2 Gr.5/1 To compare Thai performance in the different local.
- AR3.2 Gr.5/2 To identify or have a performance that reflects to culture and tradition.

Competencies of Learners

- The dancing's references
- Folk plays

Teaching and Learning Activities

Local performance is or folk play is one type of local performances and they are different features depends on geography, environment, career and economy. The purpose of the folk plays is for being enjoy and relax.

Attribute

- Discipline
- Commitment to work

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Different local Folk plays worksheet.	- To compare the different local Folk plays.	- To study about the different local Folk plays.
2. Local tradition Thai dancing performance worksheet.	- To identify the local tradition Thai dancing performance.	- To study about the local tradition Thai dancing performance.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Comparison about the different local Folk plays.	Be able to compare about the different local Folk plays up to 80 percentages.	Be able to compare about the different local Folk plays up to 70 - 79 percentages.	Be able to compare about the different local Folk plays up to 60 - 69 percentages.	Be able to compare about the different local Folk plays lower to 60 percentages.
2. Identification about the local tradition Thai dancing performance.	Be able to identify about the local tradition Thai dancing performance up to 80 percentages.	Be able to identify about the local tradition Thai dancing performance up to 70 - 79 percentages.	Be able to identify about the local tradition Thai dancing performance up to 60 - 69 percentages.	Be able to identify about the local tradition Thai dancing performance lower to 60 percentages.

Grade 6 Unit Design Framework

Chapter 1 Proportions, lines, shading, and tone

Course Code: AR16101

Arts

Grade 6

Time : 6 hours

Strands 1 Art

1.1 To create the imagination visual arts, analyzing and criticizing the value of art works. To express the feeling and opinion to an art works and apply to the daily life.

Grade level indicators:

- AR1.1 Gr.6/1 To identify and describe the complementary colors for expressing the feeling.
- AR1.1 Gr.6/2 To explain the scale and proportion of balancing visual arts.
- AR1.1 Gr.6/6 To create print making with picture and space techniques.

Competencies of Learners

- Primary color and complementary colors.
- The scale and proportion of balancing visual arts.
- To create the visual arts with complementary colors

Teaching and Learning Activities

Visual art components are consist of size, balancing, and space to make the beautiful visual arts.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Expressing feeling with complementary colors worksheet.	- Pass standard score up to 60 percentages.	- To study about the expressing feeling with complementary colors.
2. The method of visual arts balancing worksheet.	- Pass standard score up to 60 percentages.	- To study about the method of visual arts balancing worksheet.
3. The creation of complementary colors and balancing of visual arts.	- Pass standard score up to 60 percentages.	- To study about the creation complementary colors and balancing of visual arts.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Identification and discussing about complementary colors to express feeling.	Be able to identify and discuss about complementary colors to express feeling up to 80 percentages.	Be able up to identify and discuss about complementary colors to express feeling up to 70 - 79 percentages.	Be able to identify and discuss about complementary colors to express feeling up to 60 - 69 percentages.	Be able to identify and discuss about complementary colors to express feeling lower to 60 percentages.
2. Explaining about the method of visual arts	Be able to explain the method of	Be able to explain the method of	Be able to explain the method of	Be able to explain the method of

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
balancing.	visual arts balancing up to 80 percentages.	visual arts balancing up to 70 - 79 percentages.	visual arts balancing up to 60 - 69 percentages.	visual arts balancing lower to 60 percentages.
3. To create about complementary colors and balancing visual arts.	Be able to create about complementary colors and balancing visual arts up to 80 percentages.	Be able to create about complementary colors and balancing visual arts up to 70 - 79 percentages.	Be able to create about complementary colors and balancing visual arts up to 60 - 69 percentages.	Be able to create about complementary colors and balancing visual arts lower to 60 percentages.

Chapter 2 The creative of mind map

Course Code: AR16101

Arts

Grade 6

Time : 4 hours

Strands 1 Art

1.1 To create the imagination visual arts, analyzing and criticizing the value of art works. To express the feeling and opinion to an art works and apply to the daily life.

Grade level indicators:

AR1.1 Gr.6/3 To create two or three dimensional (3D) visual arts with light and shade and value techniques.

AR1.1 Gr.6/7 To create the visual arts with drawing, charts and pictures to express the feeling and story or situations.

Competencies of Learners

- The visual arts with drawing, chart and pictures

Teaching and Learning Activities

The method of mind map to express the idea to people.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. The creative of 2 to 3 dimensions visual arts with shading techniques worksheet.	- Pass standard score up to 60 percentages.	- To study about the creative of 2 to 3 dimensions visual arts with shading techniques.
2. The creative of mind map to express feeling or different situations worksheet.	- Pass standard score up to 60 percentages.	- To study about The creative of mind map to express feeling or different situations

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To create 2 to 3 dimensions visual arts with shading techniques.	Be able to create 2 to 3 dimensions visual arts with shading techniques up to 80 percentages.	Be able up to create 2 to 3 dimensions visual arts with shading techniques to 70 - 79 percentages.	Be able to create 2 to 3 dimensions visual arts with shading techniques up to 60 - 69 percentages.	Be able to create 2 to 3 dimensions visual arts with shading techniques lower to 60 percentages.

Chapter 3 Beautiful movement

Course Code: AR16101

Dancing

Grade 6

Time : 3 hours

Strands 3 Dancing

- 3.1 To understand and represent about the creative dancing. To analyzing and criticizing dancing value. To express the feeling and share opinion with the daily life.

Grade level indicators:

- AR3.1 Gr.6/1 To create moving and performance with dancing and feeling.
AR3.1 Gr.6/2 To design clothes or performance materials.

Competencies of Learners

- To create soul-stirring song dancing or Thai local song.
- Performance components creation.

Teaching and Learning Activities

The Beautiful dancing movement component is create dancing with the rhythm.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Dancing movement practicing.	- Pass standard score up to 60 percentages.	- To study about the dancing movement practicing.
2. The creation of dancing clothes or backstage components.	- Pass standard score up to 60 percentages.	- To study about the creation of dancing clothes or backstage components.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To create the dancing movement	Be able to create the dancing movement up to 80 percentages.	Be able up to create the dancing movement up to 70 - 79 percentages.	Be able to the dancing movement up to 60 - 69 percentages.	Be able to the dancing movement lower to 60 percentages.
2. To create dancing clothes or backstage components.	Be able to create the dancing clothes or backstage components up to 80 percentages.	Be able to create the dancing clothes or backstage components up to 70 - 79 percentages.	Be able to create the dancing clothes or backstage components up to 60 - 69 percentages.	Be able to create the dancing clothes or backstage components lower to 60 percentages.

Chapter 4 The appreciation of Thai dancing performance

Course Code: AR16101

Dancing

Grade 6

Time : 2 hours

Strands 3 Dancing

- 3.1 To understand and represent about the creative dancing. To analyzing and criticizing dancing value. To express the feeling and share opinion with the daily life.

Grade level indicators:

AR3.1 Gr.6/3 Dancing performance and drama

AR3.1 Gr.6/4 To express the feeling with dancing performance and creation drama.

Competencies of Learners

- Dancing performance and drama
- Dancing performance and creation drama functions.

Teaching and Learning Activities

Dancing performance and drama is one kind of unique performance with beautiful movement.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Dancing performance and drama practicing.	- Pass standard score up to 60 percentages.	- To study about the dancing performance and drama practicing
2. Expressing feeling to Dancing performance and drama.	- Pass standard score up to 60 percentages.	- To study about expressing feeling to dancing performance and drama.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Dancing performance and drama practicing.	Be able to practice dancing performance and drama up to 80 percentages.	Be able up practice dancing performance and drama up to 70 - 79 percentages.	Be able to practice dancing performance and drama up to 60 - 69 percentages.	Be able to practice dancing performance and drama lower to 60 percentages.
2. Expressing feeling with dancing performance and drama.	Be able to expressing feeling with performance and drama up to 80 percentages	Be able to expressing feeling with dancing and drama up to 70 – 79 percentages	Be able to expressing feeling with dancing and drama up to 60 - 69 percentages	Be able to expressing feeling with dancing and drama lower to 60 percentages.

Chapter 5 The relation of Thai dancing performance

Course Code: AR16101

Dancing

Grade 6

Time : 2 hours

Strands 3 Dancing

- 3.1 To understand and represent about the creative dancing. To analyzing and criticizing dancing value. To express the feeling and share opinion with the daily life.

Grade level indicators:

AR3.1 Gr.6/5 To share an idea with the performance.

AR3.1 Gr.6/6 To explain the relation between dancing and drama with daily life.

Competencies of Learners

- Performance's method
- Dancing and drama components.

Teaching and Learning Activities

Thai dancing performance and Thai drama have related to people living for a long time and community is one of important part to make Thai dancing performance and Thai drama success until present time.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Expressing feeling to Thai dancing performance and Thai drama worksheet.	- Pass standard score up to 60 percentages.	- To study about the expression feeling to Thai dancing performance and Thai drama.
2. Sharing ideas of the performance worksheet.	- Pass standard score up to 60 percentages.	- To study about method to share ideas of the performance.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Expressing feeling to Thai dancing performance and Thai drama.	Be able to express feeling to Thai dancing performance and Thai drama up to 80 percentages.	Be able express feeling to Thai dancing performance and Thai drama up to 70 - 79 percentages.	Be able to express feeling to Thai dancing performance and Thai drama up to 60 - 69 percentages.	Be able to express feeling to Thai dancing performance and Thai drama lower to 60 percentages.
2. Sharing ideas of the performance.	Be able to share ideas of the performance up to 80 percentages.	Be able to share ideas of the performance up to 70 - 79 percentages.	Be able to share ideas of the performance up to 60 - 69 percentages.	Be able to share ideas of the performance lower to 60 percentages.

Chapter 6

Course Code: AR16101

Dancing

Grade 6

Time : 2 hours

Strands 3 Dancing

3.2 To understand the relation between dancing, history and culture. To appreciate dancing value that is cultural heritage, Thai, local and national wisdom.

Grade level indicators:

AR3.2 Gr.6/1 To explain the importance of dancing and drama performance.

AR3.2 Gr.6/2 To identify an advantage from the performance or watching the dancing and drama.

Competencies of Learners

- The meaning, reference and importance of dancing and drama.
- Dancing performance and the drama in school activities.

Teaching and Learning Activities

Thai dancing performance and drama is the local wisdom in a long time and people should conserve Thai dancing performance and drama to another generation.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. The importance of Thai dancing performance and drama worksheet.	- Pass standard score up to 60 percentages.	- To study about the importance of Thai dancing performance and drama
2. The advantages of Thai dancing performance and drama worksheet.	- Pass standard score up to 60 percentages.	- To study about The advantages of Thai dancing performance and drama

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Explaining the importance of Thai dancing performance and drama	Be able to explain the importance of Thai dancing performance and drama up to 80 percentages.	Be able explain the importance of Thai dancing performance and drama up to 70 - 79 percentages.	Be able to explain the importance of Thai dancing performance and drama up to 60 - 69 percentages.	Be able to explain the importance of Thai dancing performance and drama lower to 60 percentages.
2. To identify the advantages of Thai dancing and drama.	Be able to identify the advantages of Thai dancing	Be able to identify the advantages of Thai dancing	Be able to identify the advantages of Thai dancing	Be able to identify the advantages of Thai dancing

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	and drama up to 80 percentages.	and drama up to 70 - 79 percentages.	and drama up to 60 - 69 percentages.	and drama lower to 60 percentages.

Chapter 7 Shape's space

Course Code: AR16101

Art

Grade 6

Time : 4 hours

Strands 1 Arts

- 1.1 To create the imagination visual arts, analyzing and criticizing the value of art works. To express the feeling and opinion to an art works and apply to the daily life.

Grade level indicators:

AR1.1 Gr.6/4 To create the sculpture with increasing and decreasing technique.

AR1.1 Gr.6/5 To create the visual arts with picture and space technique.

Competencies of Learners

- The visual arts with two and three dimensions techniques
- The method of increasing and decreasing the sculpture and space of visual arts.

Teaching and Learning Activities

The method of increasing and decreasing the sculpture and space of visual arts.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. The sculpture arts practicing with increasing and decreasing techniques.	- Pass standard score up to 60 percentages.	- To study about the sculpture arts practicing with increasing and decreasing techniques.
2. The method of picture and space techniques.	- Pass standard score up to 60 percentages.	- To study about the method of picture and space techniques.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To create the sculpture arts with increasing and decreasing techniques.	Be able to create the sculpture arts with increasing and decreasing techniques up to 80 percentages.	Be able to create the sculpture arts with increasing and decreasing techniques up to 70 - 79 percentages.	Be able to create the sculpture arts with increasing and decreasing techniques up to 60 - 69 percentages.	Be able to create the sculpture arts with increasing and decreasing techniques lower to 60 percentages.
2. To create the visual arts with picture and space techniques.	Be able to create the visual arts with picture and space techniques	Be able to create the visual arts with picture and space techniques	Be able to create the visual arts with picture and space techniques	Be able to create the visual arts with picture and space techniques

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	up to 80 percentages.	up to 70 - 79 percentages.	up to 60 - 69 percentages.	lower to 60 percentages.

Chapter 8 Culture respect

Course Code: AR16101

Art

Grade 6

Time : 6 hours

Strands 1 Art

- 1.2 To understand and have a cognitive orientation about the relation between visual arts, history and culture. To appreciate the visual arts value including of cultural heritage, local wisdom, Thai local and international wisdom.

Grade level indicators:

- AR1.2 Gr.6/1 To describe the reflection of visual arts to living and social.
- AR1.2 Gr.6/2 To discuss about the influence of believe in faith to the local visual arts.
- AR1.2 Gr.6/3 To identify and describe the local influence to the personal visual arts creation.

Competencies of Learners

- The influence of believe in faith to the local visual arts.
- The reflection of visual arts to living and social.

Teaching and Learning Activities

The visual arts in community and social life has influenced to local visual arts and culture.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. The visual arts are related to life and community worksheet.	- Pass standard score up to 60 percentages.	- To study about the visual arts are related to life and community worksheet
2. The influence of faith to local visual arts worksheet.	- Pass standard score up to 60 percentages.	- To study about the influence of faith to local visual arts
3. Explaining about the influence of local culture the visual arts personal.	- Pass standard score up to 60 percentages.	- To study about the influence of local culture the visual arts personal.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Explaining the visual arts are related to life and community.	Be able to explain the visual arts are related to life and community up to 80 percentages.	Be able to explain the visual arts are related to life and community up to 70 - 79 percentages.	Be able to explain the visual arts are related to life and community up to 60 - 69 percentages.	Be able to explain the visual arts are related to life and community lower to 60 percentages.
2. Discussing about the influence of faith to local visual arts.	Be able to discuss the influence of faith to local	Be able to discuss the influence of faith to local	Be able to discuss the influence of faith to local	Be able to discuss the influence of faith to local

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	visual arts up to 80 percentages.	visual arts up to 70 - 79 percentages.	visual arts up to 60 - 69 percentages.	visual arts lower to 60 percentages.
3. Identification and describing about the influence of local culture the visual arts personal.	Be able to identify and describe about the influence of local culture the visual arts personal up to 80 percentages.	Be able to identify and describe about the influence of local culture the visual arts personal up to 70 - 79 percentages.	Be able to identify and describe about the influence of local culture the visual arts personal up to 60 - 69 percentages.	Be able to identify and describe about the influence of local culture the visual arts personal lower to 60 percentages.

Chapter 9 The various musical

Course Code: AR16101

Art

Grade 6

Time : 3 hours

Strands 2 Music

2.1 To understand and express the creativity music. To analyzing and criticizing the music value. To express and appreciate the feeling and opinion of music in daily life.

Grade level indicators:

AR2.1 Gr.6/1 To describe music components from the song or music.

AR2.1 Gr.6/2 To identify type and function of Thai and others culture musical instruments.

Competencies of Learners

- Music components
- The musical instruments Thailand parts.

Teaching and Learning Activities

The advantages of listening to music depends on manners of listeners and musical basic knowledge.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. The musical words and components worksheet.	- Pass standard score up to 60 percentages.	- To study about the musical words and components worksheet.
2. Identification of type and functions of Thai musical instrument from different cultures worksheet.	- Pass standard score up to 60 percentages.	- To study about the method to identify type and functions of Thai musical instrument from different cultures

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To identify the musical words and components	Be able to identify the musical words and components up to 80 percentages.	Be able to explain the visual arts are related to life and community up to 70 - 79 percentages.	Be able to explain the visual arts are related to life and community up to 60 - 69 percentages.	Be able to explain the visual arts are related to life and community lower to 60 percentages.
2. To identify type and functions of Thai musical instrument from	Be able to identify type and functions of Thai musical instrument.	Be able to identify type and functions of Thai musical instrument	Be able to identify type and functions of Thai musical instrument	Be able to identify type and functions of Thai musical instrument from

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	from different cultures up to 80 percentages	from different cultures up to 70 - 79 percentages.	from different cultures up to 60 - 69 percentages.	different cultures lower to 60 percentages.

Chapter 10

Course Code: AR16101

Music

Grade 6

Time : 2 hours

Strands 2 Music

2.1 To understand and express the creativity music. To analyzing and criticizing the music value. To express and appreciate the feeling and opinion of music in daily life.

Grade level indicators:

AR2.1 Gr.6/3 To read and write Thai and national note with rhythm.

AR2.1 Gr.6/4 Have a skill to play musical instruments to sing and improvise with rhythm.

Competencies of Learners

- Music signs and symbols.
- Thai music noted in simple duple time.
- National music in C Major scale.
- Singing the song with music.
- To create the rhythm with the musical instruments.

Teaching and Learning Activities

Musical noted is basic knowledge to learn, read and write to create musical instrument.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Thai and national musical noted practicing.	- Pass standard score up to 60 percentages.	- To study about the Thai and national musical noted practicing.
2. Singing with basic musical instrument rhythm.	- Pass standard score up to 60 percentages.	- To study about singing with basic musical instrument rhythm.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. To read Thai and national noted.	Be able to read Thai and national noted up to 80 percentages.	Be able to read Thai and national noted up to 70 - 79 percentages.	Be able to read Thai and national noted up to 60 - 69 percentages.	Be able to read Thai and national noted lower to 60 percentages.
2. Singing with basic musical instrument rhythm.	Be able to sing with basic musical instrument rhythm up to 80 percentages.	Be able to sing with basic musical instrument rhythm up to 70 - 79 percentages.	Be able to sing with basic musical instrument rhythm up to 60 - 69 percentages.	Be able to sing with basic musical instrument rhythm lower to 60 percentages.

Chapter 11 Musical voice

Course Code: AR16101

Music

Grade 6

Time : 2 hours

Strands 2 Music

2.1 To understand and express the creativity music. To analyzing and criticizing the music value. To express and appreciate the feeling and opinion of music in daily life.

Grade level indicators:

AR2.1 Gr.6/5 To express the feeling about music.

AR2.1 Gr.6/6 To share the opinion about harmony rhythm and the quality of music.

Competencies of Learners

- To express the feeling and share the opinion to music are including of
 - Song's lyric
 - Song components
 - Quality of song

Teaching and Learning Activities

The advantages of music listening depends on manners and musical basic knowledge of listeners.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Expressing feeling to the music worksheet.	- Pass standard score up to 60 percentages.	- To study about the expressing feeling to the music
2. Sharing ideas about rhythm, harmony and quality of music.	- Pass standard score up to 60 percentages.	- To study about rhythm, harmony and quality of music.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Expressing feeling to the music.	Be able to express feeling to the music up to 80 percentages.	Be able to express feeling to the music up to 70 - 79 percentages.	Be able to express feeling to the music up to 60 - 69 percentages.	Be able to express feeling to the music lower to 60 percentages.
2. Sharing ideas about rhythm, harmony and quality of music.	Be able to share ideas about rhythm, harmony and quality of music up to 80 percentages.	Be able to share ideas about rhythm, harmony and quality of music up to 70 – 79 percentages.	Be able to share ideas about rhythm, harmony and quality of music up to 60 - 69 percentages.	Be able to share ideas about rhythm, harmony and quality of music lower to 60 percentages.

Chapter 12 Thai musical

Course Code: AR16101

Music

Grade 6

Time : 3 hours

Strands 2 Music

2.2. To understand the relation between music, history, and culture. To appreciate music culture heritage, Thai, local and national wisdom.

Grade level indicators:

AR2.2 Gr.6/1 To explain the story of Thai history musical.

AR2.2 Gr.6/2 To identify the music from different period.

AR2.2 Gr.6/3 To discuss about local culture musical influence.

Competencies of Learners

- Thai musical history
 - The history's important situations musical.
 - The Musical in different periods.
 - The local culture musical influence.

Teaching and Learning Activities

Music has related to human and culture since past until present time. That is one important things to reflect about social situation.

Attribute

- Discipline
- Commitment to work
- Conservative Thainess

Competency

- Ability of thinking

Teaching and Learning Activities

Teaching and Learning process	Evaluation	Activities
1. Describing Thai musical in the history worksheet.	- Pass standard score up to 60 percentages.	- To study about Thai musical in the history.
2. Identification about the musical in the same period worksheet.	- Pass standard score up to 60 percentages.	- To study about the musical in the same period.
3. The influence of culture to local music worksheet.	- Pass standard score up to 60 percentages.	- To study about The influence of culture to local music.

Evaluation:

1. **Knowledge:** Passing standard score up to 60 percentages.
2. **Art skills and process:** Evaluate up to fair level (60 – 69 percentages).
3. **Competency:** Evaluate up to fair level (60 – 69 percentages).

Evaluation Criteria

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Describing Thai musical in the history.	Be able to describe Thai musical in the history up to 80 percentages.	Be able to describe Thai musical in the history up to 70 - 79 percentages.	Be able to describe Thai musical in the history up to 60 - 69 percentages.	Be able to describe Thai musical in the history lower to 60 percentages.
2. Identification about the musical in the same period.	Be able to identify about the musical in the same period up to 80 percentages.	Be able to identify about the musical in the same period up to 70 - 79 percentages.	Be able to identify about the musical in the same period up to 60 - 69 percentages.	Be able to identify about the musical in the same period lower to 60 percentages.

Rubric Assessment	Quality Standards			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
3. Discussing the influence of culture to local music.	Be able to discuss about the influence of culture to local music up to 80 percentages.	Be able to discuss about the influence of culture to local music up to 70 - 79 percentages.	Be able to discuss about the influence of culture to local music up to 60 - 69 percentages.	Be able to discuss about the influence of culture to local music lower to 60 percentages.

Measurement and
evaluation of learning
outcomes

Measurement and evaluation of learning outcomes

Ban San Kamphaeng School sets the criteria for measuring and evaluating the learning of learners of additional English subjects covering knowledge, skills, processes and characteristics according to the learning standards of the curriculum with the aim of measuring and evaluation for

- Develop learners
- To judge the academic results and set the following measurement and evaluation guidelines.

1. Forms of measurement and evaluation are as follows:

1.1 Assessment before class

- Assessment of readiness and baseline of learners
- Assessment of knowledge of the subject to be studied before learning

1.2 Assessment during class

- Assessment with personal communication - Assessment from practice
- Assessment based on real conditions

1.3 Evaluation after school

- Assessment after school
- Assessment after school year end

By evaluating the learning results according to the learning outcomes, which have set the ratio The score during the course and the end of the year test is 80: 20.

2. Methods of measurement and evaluation

In measuring and evaluating to obtain information that emphasizes the true abilities and characteristics of learners, a variety of methods and tools must be used, for example:

2.1 The test is an assessment to check knowledge, ideas and progress in learning subjects. There are many types of measurement tools such as multiple choice, written response, narration, short fill-in, true-wrong and catch. couple etc.

2.2 Observation is an assessment of behavior, emotion, learner interaction, relationship during group work, cooperation in work, planning, patience, problem-solving methods, work fluency, tool use. Various during teaching and doing various activities, observations that teachers can do at any time, which may be formally observed.

By determining the time and person to observe, or informal observation, which is an observation by analyzing the elements of the observed object, setting criteria and traces that will be used as a guideline for observation and then preparing a checklist. (checklist) and estimation (rating scale)

2.3 The interview is a conversation, questioning, talking to find information that is not clearly visible in what students behave in project work / project work, group work, daily routine, interview informants, may as for the students themselves, their colleagues, as well as their parents, interviews may be formalized on a fixed date, time and subject. And informal interviews are not specific conversations. This will create a good relationship and get clear information consistent with the real situation. In which the teacher will ask questions in advance so that we can talk to the point.

2.4 Practical assessment, it is an action assessment, an action to assess the creation of work, completion, demonstration, demonstration of skills and abilities that learners show in their work. Practical assessments must be prepared with assessment tools such as scoring rubric, rating scale and checklist, etc.

2.5 Scoring rubric is an analysis of components and issues to be assessed. To characterize the quality of a job or action as a quality or quantity level or competency level to guide the assessment. And it is important information for teachers, parents or other interested people to know what a student learns, how much he can do and what the quality of work or workload is. The assessor may give overall scores or classify the components.

2.6 Portfolio assessment is an assessment of the ability to produce works integrating knowledge, experience, effort, feelings, opinions of students arising from the collection, collection of works, selection Contributions and reflections on the works including performance evaluation The portfolio assessment assesses creative management. Evidence showing knowledge and competency in the work which shows the achievement and potential of learners in that subject matter.

3. Measurement and Evaluation workload/piece

- Observation form
- Interview form
- Activity sheet
- Practice/Quiz

4. Measurement and evaluation tools workload/piece

- observation record form
- Interview record form
- activity record form
- Practice notes/tests

5. Measures and evaluations are:

- teachers
- learner
- friend
- parent

6. Criteria for judging the assessment results of learning subjects

Judging criteria, the foreign language learning subject group (English) must have a combined assessment score on knowledge, skills/processes, and characteristics. divided into the following learning outcome levels:

Level	4	means	scores	80 – 100
Level	3.5	means	scores	75 – 79
Level	3	means	scores	70 – 74
Level	2.5	means	scores	65 – 69
Level	2	means	scores	60 – 64
Level	1.5	means	scores	55 – 59
Level	1	means	scores	50 – 54
Level	0	means	scores	0 – 49

7. Judging Criteria English course

7.1 Learners must have at least 80 percent of the total study time.

7.2 Learners must have a pass assessment score of 50 percent of the learning outcomes.

Passed learning results must have Assessment results 65 percent of all learning outcomes.

7.3 Learners must be judged on the Thai language subject at level 1 or higher.

7.4 Learners must have assessment results for reading, thinking, analyzing and writing English subjects passed level.

7.5 Learners must have desirable characteristics assessment results. English language course passed level.

Glossary

Glossary of Terms in Visual Arts, Music, and Performing Arts

1. Visual Arts

Mobile Sculpture

A type of delicate sculpture composed of lightweight wire structures balanced with designed objects. These are suspended and capable of moving gently with the wind.

Mixed Media

A visual art form that combines various materials such as paper, wood, and metal, creatively blended to form a unified artwork.

Rhythm

The relationship among visual elements such as lines, colors, shapes, and weights, shown through repetition, alternation, or flow. In art, rhythm emphasizes movement and aesthetic pleasure.

Visual Elements

The components of visual perception in art, including line, value, space, shape, form, color, and texture.

Perspective

A drawing method that creates the illusion of depth and spatial distance.

Visual Art

Art appreciated through vision, including painting, sculpture, printmaking, and other visual works.

Collage

An artwork created by pasting various materials such as paper, fabric, or natural elements onto a surface using glue or paste.

Color Circle

A circular diagram representing the natural order of colors. Warm tones (red, yellow) are opposite to cool tones (green, violet). Complementary colors lie across from each other.

Color Tone

The perceived warmth or coolness of a color, e.g., red is a warm tone, green is a cool tone.

Complementary Colors

Pairs of colors directly opposite on the color circle, creating strong contrast, such as red-green, yellow-purple, and blue-orange.

Composition of Art

The theory and practice related to arranging forms in visual artworks.

2. Music

Melodic Progression

The forward movement of a melody or stepwise chord progression.

Dynamics

Variations in volume or loudness in music, from soft to loud.

Improvisation

Performing music or singing without prior rehearsal or written notation, based on appropriate musical understanding.

Canon

A polyphonic composition where multiple voices imitate the same melody at different entries with strict rules.

Phrase

A musical unit with a complete thought, typically ending in a cadence.

Question-and-Answer Phrase

Two consecutive musical phrases forming a musical dialogue, similar to the AB form, often equal in tempo and length.

Musical Work

A creative piece intended for musical performance, such as songs or instrumental compositions.

Round

A song with at least two melodic lines repeating the same melody at different intervals continuously.

Melodic Contour

The shape of a melody formed by the rise and fall of pitches.

Timbre (Tone Color)

The unique sound quality distinguishing voices and instruments.

Elements of Music

Core components including melody, rhythm, harmony, timbre, and texture.

Tempo

The speed of a musical piece, such as allegro (fast), lento (slow).

ABA

A ternary form (three-part structure) indicated by sections A–B–A.

Ternary Form

A musical form with three sections, where the first and third are similar, and the second contrasts. Commonly used in vocal music.

3. Performing Arts (Dance and Drama)**Character Interpretation**

Performing dance gestures aligned with lyrics or dialogue, interpreted naturally or dramatically.

Gesture Design

Creating movement using dance language to match rhythm, melody, and aesthetics.

Dance Terminology

Specific vocabulary describing dance movements involving the head, face, shoulders, arms, torso, legs, and feet.

Key Figures in Performing Arts

Experts or local cultural bearers contributing significantly to the field of dance.

Gesture Language

Physical movement used to replace verbal language and express internal emotions.

Leg and Foot Movements

Examples include stomping, rising, heel pressing, toe tapping, sliding, and stepping.

Arm and Hand Movements

Examples include circular motions, hand flicks, and graceful gestures.

Torso Movements

Movements such as swaying, tilting, and shifting the torso.

Head, Face, and Shoulder Movements

Gestures including tilting the head, lowering shoulders, and facial expressions.

Objects of Respect

In Thai dance, figures like Phor Gae or Rishi are revered before practice or performance.

Elements of Dance

Include rhythm, motion, emotion, gesture language, vocabulary, staging, and costume.

Elements of Drama

Include script writing, casting, character development, staging, and performer/audience etiquette.

Curriculum Development Committee

Advisory board

1. Mr. Samart Intamoon	Director of Baan San Kamphaeng School
2. Mr. Nuttapong Tejanang	Deputy Director of Baan San Kamphaeng School
3. Ms. Chutchanok Wongyai	Deputy Director of Baan San Kamphaeng School
4. Mr. Phuwakorn Wiriya	Deputy Director of Baan San Kamphaeng School

Working group

1. Miss Phitchaphak Saisanongyod	Head of subject group
2. Miss Krittaporn Khiawham	Deputy head of subject group
3. Miss Wilaiwan Klaisuban	Member
4. Miss Prakaikan Rongtha	Member
5. Miss Suchanan Srijai	Member
6. Miss Trongorn Phaiboonwacharaphorn	Member
7. Miss Kotchakorn Chairawang	Member
8. Miss Kanyarat Phonrob	Member
9. Miss.Daraporn Kattiya	Member
10. Miss.Ooraphin Chensaeng	Member
11. Miss Patcharaporn Satasarn	Member
12. Miss Chariya Srisem	Member
13. Miss Cheeranan Thananwatmaythee	Member
14. Miss Nantiya Sarannaphat	Member
15. Miss Krittaporn Khiawham	Member
16. Miss Sujittar Thianthongmongkol	Member
17. Miss Yaowapa Jailuang	Member
18. Miss Kanokon Keereebenchakul	Member
19. Miss Jittiporn Suwannachart	Member
20. Mr.Songkran kamkaew	Member
21. Mrs.Souwakon Sanvilai	Member
22. Miss Nitchakan Pokrai	Member
23. Ms Kantika Pachsee	Member

24. Mrs. Angkanaruk Chanthong	Member
25. Miss Nutthanicha Thurakit	Member
26. Mr.Douglas Lwanga Musoke	Member
27. Miss Yee Mon Oo	Member
28. Mr.Moises I Edano	Member
29. Mr. Jon Gabriel L. Batinga	Member
30. Mr. Saw Victor Gay Htoo	Member
31. Miss Vrenille Avy Villanueva	Member
32. Miss.Melanie S.Valdez	Member
33. Miss Marilou Chenier	Member
34. Miss Khin Myint Myat Maw	Member
35. Miss Mary Cris A. Bagas	Member
36. Mr. Saad Shah	Member
37. Mr.Lee Isaiah Rayn Berry	Member