



## 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. 2567. 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 2567 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. 2567 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**

Baan Sankamphaeng School emphasizes learning management for creativity with wisdom (Constructionism) Develop students towards academic excellence. Create innovations to become a citizen of the world By managing with a quality system.

## **Principle**

Covers all target groups The learning results and experiences can be transferred to the curriculum of the Baan Sankamphaeng School, B.E. 2024, according to the Basic Education Core Curriculum B.E. 2008 (revised edition 2017), with important principles as follows:

1. It is an educational curriculum for national unity. There are goals and standards for learning. It is a goal for developing children and youth to have knowledge, skills, attitudes, and morals based on Thainess along with internationalism.
2. It is an educational curriculum for all people. that all citizens have the opportunity to receive education equally and quality
3. It is an educational curriculum that responds to decentralization so that society can participate in organizing education in accordance with the conditions. and local needs
4. It is an educational curriculum with a flexible structure in terms of learning content, time, and learning management.
5. It is an educational curriculum that focuses on students.
6. It is an educational curriculum for formal, non-formal and informal education.

## **Object**

The educational curriculum of Baan Sankamphaeng School, B.E. 2024, according to the Basic Education Core Curriculum B.E. 2008 (revised edition 2017), aims to develop students to be good, intelligent, happy people with the potential to continue their education and make a living. Therefore, it is set as a goal to create for the students. Upon completion of basic education as follows:

1. Have morals, ethics, and desired values. See your own worth, have discipline, and behave according to the principles of Buddhism. or the religion that they believe in Adhering to the philosophy of Sufficiency Economy.
2. Have knowledge, ability to communicate, think, solve problems, use technology and have life skills.
3. Have good physical and mental health, have good habits, and love exercising.
4. Have patriotism Have a sense of being a Thai citizen and a citizen of the world Adhere to the way of life and governance according to the democratic system with the King as Head of State.<sup>4</sup>
5. Be conscious of preserving Thai culture and wisdom. Environmental conservation and development have a public mind that aims to be useful and create good things in society and live happily together in society.

## **Important competencies of students and desirable characteristics**

In developing learners according to the curriculum of the Baan SankamphaengSchool, B.E. 2024, according to the Basic Education Core Curriculum, B.E. 2008 (revised edition 2017), the focus is on developing quality learners according to the specified standards. This will help students develop important competencies. and desirable characteristics as follows: Key competencies of learners Baan SankamphaengSchool Educational Institution Curriculum, 2021 B.E. according to the Education Core Curriculum. Basic, B.E. 2551 (Revised B.E. 2560) aims to enable learners to achieve 5 important competencies as follows.

## **Important competencies of students**

The educational institution curriculum of Baan SankamphaengSchool, B.E. 2024, according to the Basic Education Core Curriculum, B.E. 2008 (revised edition 2017), aims to equip learners with 5 important competencies as follows.

### **1. Ability to communicate**

It is the ability to receive and send messages. There is a culture of using language to convey ideas. knowledge, understanding, feelings, and their own views in order to exchange information and experience that will be beneficial to self-development and society, including negotiations to eliminate. And reduce various conflicts, choose to receive or not receive news information for a reason. and accuracy as well as.

Choosing effective communication methods with regard to the impact on oneself and society.

### **2. Thinking ability**

It is the ability to think analytically. synthesis thinking creatively critical thinking and systematic thinking. To lead to the creation of knowledge or information for making decisions about oneself. and society appropriately.

### **3. Ability to solve problems**

It is the ability to solve problems and obstacles faced properly on the basis of reasoning. Integrity and Information understand relationships and changes in various events in society; seek knowledge Apply knowledge to prevent and solve problems and make effective decisions based on their impact on oneself society and environment.

### **4. The ability to use life skills**

It is the ability to apply different processes to everyday life, self learning, continuous learning, working and coexisting in society by fostering good relationships between people. appropriate management of various problems and conflicts; adapting to changes in society and environment; and knowing how to avoid unwanted behaviors that affect oneself and others.

## 5. The ability to use technology

It is the ability to choose and use different technologies and have technological process skills for self and social development In terms of learning, communication, work, problem solving creatively Right, appropriate and moral.

### Desirable characteristics

Baan Sankamphaeng School curriculum, B.E. 2024, according to the Basic Education Core Curriculum, B.E. 2008 (revised edition 2017), aims to develop students to have desirable characteristics. To be able to live happily with others in society. As a Thai citizen and citizen of the world as follows:

1. Demonstrate loyalty to the nation, religion, and monarchy.
2. Uphold integrity and honesty in all aspects of life.
3. Maintain self-discipline and respect social norms.
4. Cultivate a love of learning and strive for continuous self-improvement.
5. Lead a life of sufficiency based on moderation and mindfulness.
6. Be committed to work with diligence and perseverance.
7. Embrace and take pride in Thai cultural identity.
8. Show a strong sense of social responsibility and global citizenship.

## Subject area of arts

### Why do have to learn art?

The Subject area of arts is the subject to develop the creativity imagination, aesthetics value for learners. To develop the learner's quality including of mind and body, intelligence, emotion and society along with the environmental development. To develop self-confidence for learners which is educational foundation or occupational for living.

### What did you learn in the arts course?

The arts course is aim to give learners have cognitive thinking and skill of arts, art impressiveness. To give the opportunity for learners to have the various fields of art expression as follows;

#### 1. Arts

To have a cognitive orientation about art components, using the imagination with art tools to make and present art works. Has an efficiently ability to apply the art techniques with analyzing, criticizing the art value. To understand the relation between arts, history, and culture. To apply an acknowledge of the cultural heritage's art, Thai and local Thai wisdom in daily life.

#### 2. Music

To have a cognitive orientation about music components with creativity, analyzing, criticizing the music value. To express feeling and appreciate about music in daily life. To understand the relation between music, history and culture. To apply an acknowledge of the cultural heritage's art, Thai and local Thai wisdom and international and the various of music instrumental skills by making an opinion about music voice with an esthetic feeling. To understand the relation between music with culture and moment's history.

#### 3. Dance

To have a cognitive orientation about dance components, express the dancing creativity, understanding about basic dancing. To analyze and criticize the dancing value. To express feeling and give the opinions for applying with dancing in daily life. To understand the relation between dance with history's culture. To apply an acknowledge of the dancing with cultural heritage's art, Thai and local Thai wisdom and international tradition.

## Learning Areas and Standards

### 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
- 1.2 To understand the relation between arts, history and culture. To appreciate the cultural heritage's art, Thai and local Thai wisdom and international culture.

### Strands 2     **Music**

- 2.1 To understand and express the creativity music with analyzing and criticizing the music value. To express and apply the independent feeling of music in daily life
- 2.2 To understand the relation between music, history and culture. To appreciate the cultural heritage's music, Thai and local Thai wisdom and international culture.

### Strands 3     **Dance**

- 3.1 To understand and express the creativity dancing with analyzing and criticizing the dancing value. To express and apply the independent feeling of dancing in daily life.
- 3.2 To understand the relation between dancing, history and culture. To appreciate the cultural heritage's dancing, Thai and local Thai wisdom and international culture.



## Learning Outcomes

### Completion of grade 3

- To understand and have a cognitive orientation about each kind of shape and classify the art components in environment and artworks. Has basic acknowledgement of art tools for drawing and painting of each kind of shapes including of line, shapes, texture, collage pictures, sculpture, construction art. To express the feeling and opinion from human true story.
- To understand and have a cognitive orientation about arts in daily life, the local's art work resources and local art tools and material's method.
- To understand and have a cognitive orientation about sound sources, sound qualifications, recitation details and meaning. Learners can read and remember the poem, sing, beat the rhythm, moving body with the song, use symbols to represent the sound and beat the rhythm. Otherwise, learners can give the musical opinion and has participation with music in daily life.
- To understand and have a cognitive orientation about local music characteristics, to appreciate the important and advantage of music to local living.
- To create the characteristics moving along with dancing. Be attentive to the show and know the responsibilities of the performer and audience. Understanding the advantage and has participate with dancing in daily life.
- To understand and have a cognitive orientation of Thai children's games and Thai local music. To appreciate and know the knowledge of Thai children's games with Thai local living and characteristics of music.

## Learning Outcomes

### Completion of grade 6

- To understand and have a cognitive orientation of art components, shapes, texture, colors and shading. Has basic acknowledgement of art tools. To express the feeling and opinion. Have a cognitive orientation of resizing method, balancing proportion, value, shading and contrast colors for two or three dimensional (3D) consist of mixed media art, drawing and painting, sculpture and printmaking. To create diagram and picture for showing the imagination of stories or situations. To compare the different between visual arts from art tools and materials with another arts processing. To understand and have a cognitive orientation of composition, sculpture processing, presenting the meaning of the visual arts, improving art works and appreciate to the visual arts for social living.
- To understand and have a cognitive orientation about the visual arts that has the reflect to life and social, belief, faith and culture's local arts.
- To understand and have a cognitive orientation about music, singing, musical instrument, melody, music composition,
- To understand and have a cognitive orientation about music and living, tradition, Thai culture, music's history and influence of music culture. To appreciate the different culture and music conservation.
- To understand and have a cognitive orientation about dancing compositions. Has an ability to present about body language, Thai classical dance vocabularies, dance moving creation and to express the feeling of drama. To create clothing or props. To understand the relation between dancing and drama with daily life experience. To share an idea about dancing and express the feeling to dancing.
- To understand and have a cognitive orientation about the advantage of dancing and drama. To compare the type of local Thai dancing and Thai culture reflection. To appreciate the dancing conservation.

## Grade – level indicators and core topics

### Strand 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	Indicators	Core topics
P.1	1. To explain about shapes, appearance and size of environment objects and human creations.	<ul style="list-style-type: none"> <li>• shapes, appearance and size of environment objects and human creations.</li> </ul>
	2. To express the feeling to natural and environment.	<ul style="list-style-type: none"> <li>• The feeling to natural and environment for example impress to the environment around the building or feeling to classroom is in disorder.</li> </ul>
	3. Has the basic skill to use art tools and materials for making visual arts.	<ul style="list-style-type: none"> <li>• the basic skill to use art tools and materials for making visual arts for example are clay, plasticine, pencil, paintbrush, paper, crayon, water color and color pencil.</li> </ul>
	4. To create the visual arts by color techniques.	<ul style="list-style-type: none"> <li>• Water color, poster color, crayon and natural local color.</li> </ul>
	5. Environment drawing and painting.	<ul style="list-style-type: none"> <li>• Drawing and painting.</li> </ul>
P.2	1. To explain about shapes and appearances in natural and environments.	<ul style="list-style-type: none"> <li>• shapes and appearances in natural and environments for example circle, oval, triangles, rectangle and cylinder.</li> </ul>
	2. Identify art components in environment and visual arts (lines, colors, shapes and appearance).	<ul style="list-style-type: none"> <li>• lines, colors, shapes, appearance in environment and type of visual arts; for example drawing, sculpture and printmaking.</li> </ul>

Grade	Indicators	Core topics
P.2	3. To create visual arts with lines and shapes.	<ul style="list-style-type: none"> <li>Visual arts with lines, shapes and drawing, sculpture and printmaking.</li> </ul>
	4. Have a basic skill to use arts tool and materials for creating three dimensional (3D) visual arts	<ul style="list-style-type: none"> <li>Arts tool and materials for creating three dimensional (3D) visual arts</li> </ul>
	5. To create collage by cutting or tearing paper.	<ul style="list-style-type: none"> <li>Collage paper</li> </ul>
	6. Drawing about people and family.	<ul style="list-style-type: none"> <li>To impart the daily life story by drawing.</li> </ul>
	7. To choose the visual arts for describing about visual and story.	<ul style="list-style-type: none"> <li>Visual arts story</li> </ul>
	8. To create the kinetic art	<ul style="list-style-type: none"> <li>The kinetic art</li> </ul>
P.3	1. To explain shapes and appearances in natural, environment and visual arts.	<ul style="list-style-type: none"> <li>shapes and appearances in natural, environment and visual arts.</li> </ul>
	2. To identify visual arts tools and materials.	<ul style="list-style-type: none"> <li>visual arts tools and materials (drawing, sculpture and printmaking.)</li> </ul>
	3. To identify art components in environment and visual arts (lines, colors, shapes, appearances and textures)	<ul style="list-style-type: none"> <li>lines, colors, shapes, appearances and textures in environment and visual arts.</li> </ul>
	4. To draw and paint things around in daily life.	<ul style="list-style-type: none"> <li>Drawing and painting things around in daily life with crayon, colors pencil and poster colors.</li> </ul>
	5. Have a basic skill to use art tools and materials to create sculpture arts.	<ul style="list-style-type: none"> <li>Art tools and materials for creating sculpture arts.</li> </ul>
	6. Drawing to express the feeling about True story life with lines, shape,	<ul style="list-style-type: none"> <li>Lines, shape, appearances and textures techniques.</li> </ul>

Grade	Indicators	Core topics
<b>P.3</b>	appearances and textures techniques.	
	7. To describe reasons and method of visual arts with techniques and art tools and materials.	<ul style="list-style-type: none"> <li>Visuals art tools or materials and techniques.</li> </ul>
	8. To appreciate and improve own visual arts,	<ul style="list-style-type: none"> <li>To share an idea about the visual arts.</li> </ul>
	9. To identify and classify picture follows with arts components.	<ul style="list-style-type: none"> <li>classify picture follows with arts components</li> </ul>
	10. To describe shapes and appearances to design things in house and school.	<ul style="list-style-type: none"> <li>shapes and appearances of designing.</li> </ul>
<b>P.4</b>	1. To compare shapes and appearances in natural, environment and visual arts.	<ul style="list-style-type: none"> <li>Shapes and appearances in natural, environment and visual arts.</li> </ul>
	2. To discuss about influence color with human feeling including of warm tone and cool tone.	<ul style="list-style-type: none"> <li>Influencing of warm tone and cool tone color.</li> </ul>
	3. To identify things in natural, environment and visual arts with lines, colors, shapes, textures and visual space.	<ul style="list-style-type: none"> <li>Lines, colors, shapes, textures and visual space in natural, environment and visual arts.</li> </ul>
	4. Has a basic skill about art tools and materials to create printmaking art works.	<ul style="list-style-type: none"> <li>Art tools and materials to create printmaking art works.</li> </ul>
	5. Has a basic skill about art tools and materials to create drawing and painting art works.	<ul style="list-style-type: none"> <li>Art tools and materials to create drawing and painting art works.</li> </ul>
	6. To describe the appearance of pictures including of composition, tone, and shading	<ul style="list-style-type: none"> <li>The composition of tone and shading.</li> </ul>

Grade	Indicators	Core topics
P.4	7. To draw and paint with warm tone and cool tone color and express the feeling and use imagination with art works.	<ul style="list-style-type: none"> <li>• Warm and cool tone color and the imagination with art works.</li> </ul>
	8. To compare the opinion of own and others visual arts.	<ul style="list-style-type: none"> <li>• To express the feeling about the similarity and different of visual arts.</li> </ul>
	9. To express the feeling of visual arts with tone color.	<ul style="list-style-type: none"> <li>• Express the feeling of visual arts with tone color.</li> </ul>
P.5	1. To describe the rhythm of things around in environment and visual arts.	<ul style="list-style-type: none"> <li>• The rhythm of things around in environment and visual arts.</li> </ul>
	2. To compare the similarity and difference of visual arts with arts tools or materials creation and different methods.	<ul style="list-style-type: none"> <li>• The similarity and difference of visual arts.</li> </ul>
	3. To draw with the shading, value color and tone technique.	<ul style="list-style-type: none"> <li>• Shading, value color and tone technique.</li> </ul>
	4. To create sculpture art with clay or plasticine.	<ul style="list-style-type: none"> <li>• To create sculpture art with clay or plasticine with own imagination.</li> </ul>
	5. To create print making with the things around composition in the picture.	<ul style="list-style-type: none"> <li>• The composition of print making.</li> </ul>
	6. To identify the problem of visual art composition and communication art. To improve own visual art.	<ul style="list-style-type: none"> <li>• The visual art composition and communication art.</li> </ul>
	7. To describe visual arts advantages and value for living life.	<ul style="list-style-type: none"> <li>• The visual arts advantages and value for living life.</li> </ul>

Grade	Indicators	Core topics
P.6	1. To identify and describe the complementary colors for expressing the feeling.	<ul style="list-style-type: none"> <li>Primary color and complementary colors</li> </ul>
	2. To explain the scale and proportion of balancing visual arts.	<ul style="list-style-type: none"> <li>the scale and proportion of balancing visual arts</li> </ul>
	3. To create two or three dimensional (3D) visual arts with light and shade and value techniques.	<ul style="list-style-type: none"> <li>The visual arts including of two or three dimensional (3D).</li> </ul>
	4. To create the sculpture with increasing and decreasing technique.	<ul style="list-style-type: none"> <li>Creating the sculpture with increasing and decreasing technique.</li> </ul>
	5. To create the visual arts with picture and space technique.	<ul style="list-style-type: none"> <li>The visual arts technique with picture and space.</li> </ul>
	6. To create print making with picture and space techniques.	<ul style="list-style-type: none"> <li>To create the visual arts with complementary colors, compositions, scale propositions and balancing.</li> </ul>
	7. To create the visual arts with drawing, charts and pictures to express the feeling and story or situations.	<ul style="list-style-type: none"> <li>The visual arts with drawing, chart and pictures</li> </ul>

## Grade – level indicators and core topics

### Strand 1 Arts

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	Indicators	Core topics
P.1	1. To identify the daily life visual arts.	<ul style="list-style-type: none"> <li>The daily life visual arts</li> </ul>
P.2	1. To explain the daily life visual arts importance.	<ul style="list-style-type: none"> <li>The daily life visual arts importance.</li> </ul>
	2. To discuss about types of local visual art with creation's methods and tools or equipment.	<ul style="list-style-type: none"> <li>Local visual arts</li> </ul>
P.3	1. To explain the local visual arts references.	<ul style="list-style-type: none"> <li>The local visual arts references.</li> </ul>
	2. To explain the local art visuals tools or material and creation methods.	<ul style="list-style-type: none"> <li>the local art visuals tools or material and creation methods</li> </ul>
P.4	1. To identify and discuss about the visual arts in each situation and Thai local festivals.	<ul style="list-style-type: none"> <li>The visual arts in Thai local festivals.</li> </ul>
	2. To describe each culture visual arts.	<ul style="list-style-type: none"> <li>The culture visual arts.</li> </ul>
P.5	1. To identify and describe the characteristics of learning resources visual arts or art exhibition.	<ul style="list-style-type: none"> <li>The characteristics of visual arts</li> </ul>
	2. To discuss about the reflection of visual arts to culture and local wisdom.	<ul style="list-style-type: none"> <li>The reflection of visual arts to culture and local wisdom.</li> </ul>
P.6	1. To describe the reflection of visual arts to living and social.	<ul style="list-style-type: none"> <li>The reflection of visual arts to living and social.</li> </ul>
	2. To discuss about the influence of believe in faith to the local visual arts.	<ul style="list-style-type: none"> <li>The influence of believe in faith to the local visual arts.</li> </ul>
	3. To identify and describe the local influence to the personal visual arts creation.	<ul style="list-style-type: none"> <li>The local influence to the personal visual arts creation.</li> </ul>



## Strand 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	Indicators	Core topics
P.1	1. To understand the different of sounds or tone origins.	<ul style="list-style-type: none"> <li>• Sounds or tone origins               <ul style="list-style-type: none"> <li>- Sounds of nature</li> <li>- Sound origins</li> <li>- Tone color</li> </ul> </li> </ul>
	2. To describe the dynamic sound and tempo rhythm.	<ul style="list-style-type: none"> <li>• The dynamic sound</li> <li>• The tempo rhythm</li> </ul>
	3. To read poem or sing the song follow the rhythm.	<ul style="list-style-type: none"> <li>• Reading poem with the rhythm.</li> <li>• Singing the song with the rhythm.</li> </ul>
	4. To participate music activities	<ul style="list-style-type: none"> <li>• Music activities               <ul style="list-style-type: none"> <li>- Singing the song</li> <li>- Rhythm beating</li> <li>- Dancing follows the dynamic sound and tempo rhythm.</li> </ul> </li> </ul>
	5. To explain the relation of daily life song.	<ul style="list-style-type: none"> <li>• The daily life song.               <ul style="list-style-type: none"> <li>- Lullaby</li> <li>- Local Thai song</li> <li>- National song (The national anthem of Thailand)</li> </ul> </li> </ul>
P.2	1. To classify sounds or tone origins	<ul style="list-style-type: none"> <li>• Instrumental music tone color.</li> <li>• Human tone color</li> </ul>
	2. To classify the quality of the dynamic sound.	<ul style="list-style-type: none"> <li>• To practice auditory nerve and classify the quality of the dynamic sound.</li> </ul>
	3. To beat with the tempo rhythm and dace related with the lyrics.	<ul style="list-style-type: none"> <li>• Dancing related with the lyrics.</li> <li>• To play music instrumental.</li> </ul>
	4. To sing the song appropriately.	<ul style="list-style-type: none"> <li>• Singing the song.</li> </ul>

Grade	Indicators	Core topics
	5. To explain the meaning and the importance of song.	<ul style="list-style-type: none"> <li>• The meaning and the importance of song including of               <ul style="list-style-type: none"> <li>- March</li> <li>- Soul-stirring song</li> </ul> </li> </ul>
P.3	1. To identify music instrumental appearance in daily life.	<ul style="list-style-type: none"> <li>• The appearance of music instrumental.</li> <li>• Tone color</li> </ul>
	2. Dynamic sounds and tempo rhythm's symbols.	<ul style="list-style-type: none"> <li>• The dynamic sound's symbols.</li> <li>• The tempo rhythm's symbols.</li> </ul>
	3. The meaning and importance of song.	<ul style="list-style-type: none"> <li>• The meaning and importance of song.               <ul style="list-style-type: none"> <li>- Thailand national anthem.</li> <li>- Thailand royal anthem.</li> <li>- March</li> </ul> </li> </ul>
	4. Singing and playing appropriately.	<ul style="list-style-type: none"> <li>• Solo and chorus</li> <li>• Playing in musical instrumental.</li> </ul>
	5. To dance related with the music.	<ul style="list-style-type: none"> <li>• Dancing related with the music.</li> </ul>
	6. To share the opinion about playing music and singing the song.	<ul style="list-style-type: none"> <li>• To share the opinion about song and music including of               <ul style="list-style-type: none"> <li>- Quality of song</li> <li>- Quality of music</li> </ul> </li> </ul>
	7. To apply the music knowledge with daily life.	<ul style="list-style-type: none"> <li>• Music for the special occasions               <ul style="list-style-type: none"> <li>- Music festival</li> <li>- Music for the important national days.</li> </ul> </li> </ul>
P.4	1. To explain the song sentences.	<ul style="list-style-type: none"> <li>• Song structure               <ul style="list-style-type: none"> <li>- Song sentence's meaning.</li> <li>- Song sentences</li> </ul> </li> </ul>
	2. To identify type of music instrumental in the song.	<ul style="list-style-type: none"> <li>• Type of music instrumental</li> <li>• Type of music instrumental's sounds.</li> </ul>

Grade	Indicators	Core topics
	3. To identify the direction of dynamic sound, tempo rhythm and the speed of tempo rhythm.	<ul style="list-style-type: none"> <li>• The dynamic sound.</li> <li>• Tempo rhythm.</li> <li>• The speed of tempo rhythm.</li> </ul>
	4. Reading and writing musical notation with Thai and Western music.	<ul style="list-style-type: none"> <li>• Music's symbol               <ul style="list-style-type: none"> <li>- G-clef</li> <li>- Staff</li> <li>- Notes and rest</li> <li>- Bar lines</li> </ul> </li> </ul>
	5. To sing the song that related with own voice.	<ul style="list-style-type: none"> <li>• To sing the song that related with the scale.</li> </ul>
	6. Have acknowledge about the methods to maintain music instrumental.	<ul style="list-style-type: none"> <li>• To maintain music instrumental</li> </ul>
	7. To identify the music with the story.	<ul style="list-style-type: none"> <li>• Music's lyrics meaning.</li> </ul>
<b>P.5</b>	1. To identify music compositions for expressing music.	<ul style="list-style-type: none"> <li>• To express the feeling with music components including of               <ul style="list-style-type: none"> <li>- Tempo rhythm and the feeling of music.</li> <li>- Rhythm with the feeling of music.</li> </ul> </li> </ul>
	2. To classify the feature of singing and musical instrument in each type of music band.	<ul style="list-style-type: none"> <li>• The feature of singer sound.</li> <li>• The feature of each type of music band sounds</li> </ul>
	3. To read and write pentatonic scale of Thai and national music.	<ul style="list-style-type: none"> <li>• Musical symbols and signs are including of               <ul style="list-style-type: none"> <li>- Pentatonic scale</li> <li>- Pentatonic scale music notation</li> </ul> </li> </ul>
	4. Have a skill to play musical instrument and rhythm.	<ul style="list-style-type: none"> <li>• Percussion instruments</li> <li>• Musical instruments rhythm.</li> </ul>
	5. To sing national or Thai song with appropriate age.	<ul style="list-style-type: none"> <li>• Singing Thai song in simple duple time</li> </ul>

Grade	Indicators	Core topics
		<ul style="list-style-type: none"> <li>National or modern Thai song singing</li> <li>Canon Round harmony</li> </ul>
	6. To improvise the song.	<ul style="list-style-type: none"> <li>Creating the song.</li> </ul>
	7. To express an imagination with music.	<ul style="list-style-type: none"> <li>Musical instruments with dancing activity.</li> <li>To create the soundtrack with story.</li> </ul>
<b>P.6</b>	1. To describe music components from the song or music.	<ul style="list-style-type: none"> <li>Music components</li> </ul>
	2. To identify type and function of Thai and others culture musical instruments.	<ul style="list-style-type: none"> <li>The musical instruments Thailand parts.</li> <li>Musical instruments functions.</li> <li>National musical instruments types.</li> </ul>
	3. To read and write Thai and national note with rhythm.	<ul style="list-style-type: none"> <li>Music signs and symbols</li> <li>Thai music noted in simple duple time.</li> <li>National music in C Major scale.</li> </ul>
	4. Have a skill to play musical instruments to sing and improvise with rhythm.	<ul style="list-style-type: none"> <li>Singing the song with music</li> <li>To create the rhythm with the musical instruments.</li> </ul>
	5. To express the feeling about music.	<ul style="list-style-type: none"> <li>To express the feeling and share the opinion to music are including of               <ul style="list-style-type: none"> <li>Song's lyric</li> <li>Song components</li> <li>Quality of song</li> </ul> </li> </ul>
	6. To share the opinion about harmony rhythm and the quality of music.	

**Strand 2      Music**

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

Grade	Indicators	Core topics
P.1	1. To describe about local song.	<ul style="list-style-type: none"> <li>Local song reference</li> </ul>
	2. To identify the favorite thing in local music.	<ul style="list-style-type: none"> <li>The interesting of local song</li> </ul>
P.2	1. To explain the relation of musical instrument sound in local song.	<ul style="list-style-type: none"> <li>Local song               <ul style="list-style-type: none"> <li>Sound feature in the song</li> <li>Musical instruments sound feature</li> </ul> </li> </ul>
	2. To join and participate Local music activity.	<ul style="list-style-type: none"> <li>Musical special occasions               <ul style="list-style-type: none"> <li>School musical special occasions</li> <li>Music for national days</li> </ul> </li> </ul>
P.3	1. To identify local music features and identity.	<ul style="list-style-type: none"> <li>The identity of local music               <ul style="list-style-type: none"> <li>Local music feature</li> <li>Language and contents of the local song lyrics</li> <li>Local musical instruments and music band.</li> </ul> </li> </ul>
	2. To identify the importance and advantage of music for local life	<ul style="list-style-type: none"> <li>Music to the local life               <ul style="list-style-type: none"> <li>The story of local life music</li> <li>Music for special occasions.</li> </ul> </li> </ul>
P.4	1. To explain the reference and the relation between local life in music and local song.	<ul style="list-style-type: none"> <li>The relation between life and music               <ul style="list-style-type: none"> <li>Music and life story</li> <li>Musical instruments opportunity</li> </ul> </li> </ul>
	2. To identify the conservative of music culture	<ul style="list-style-type: none"> <li>The conservative of music culture               <ul style="list-style-type: none"> <li>The importance and the necessity of conservative.</li> <li>The conservative methods</li> </ul> </li> </ul>

Grade	Indicators	Core topics
P.5	1. To explain the relation between music and others culture tradition.	<ul style="list-style-type: none"> <li>• Music and culture               <ul style="list-style-type: none"> <li>- The local tradition song</li> <li>- Others functions of music tradition</li> </ul> </li> </ul>
	2. To explain the music value from different culture.	<ul style="list-style-type: none"> <li>• The value of music culture               <ul style="list-style-type: none"> <li>- Social value</li> <li>- History value</li> </ul> </li> </ul>
P.6	1. To explain the story of Thai history musical. 2. To identify the music from different period. 3. To discuss about local culture musical influence.	<ul style="list-style-type: none"> <li>• Thai musical history               <ul style="list-style-type: none"> <li>- The history's important situations musical.</li> <li>- The Musical in different periods.</li> <li>- The local culture musical influence.</li> </ul> </li> </ul>

### Strand 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	Indicators	Core topics
P.1	1. Moving imitated	<ul style="list-style-type: none"> <li>• Different types of moving are including of               <ul style="list-style-type: none"> <li>- Natural moving imitated</li> <li>- Living things and things moving imitated</li> </ul> </li> </ul>
	2. To express feeling via acting.	<ul style="list-style-type: none"> <li>• To apply body language and create the acting with the song.</li> <li>• The performance of the animal natural moving musical.</li> </ul>
	3. To explain the favorite things from watching and presentation.	<ul style="list-style-type: none"> <li>• Be a good audience.</li> </ul>
Grade	Indicators	Core topics
P.2	1. The acting of immovable and moveable.	<ul style="list-style-type: none"> <li>• The types of moving               <ul style="list-style-type: none"> <li>- Sitting</li> <li>- Standing</li> <li>- Walking</li> </ul> </li> </ul>
	2. The acting to reflect own feeling.	<ul style="list-style-type: none"> <li>• To create moving with dancing.</li> <li>• Environment song</li> </ul>

	3. To express the action from performance	<ul style="list-style-type: none"> <li>- Dancing's methods</li> <li>- The body language</li> <li>- The body dancing words with bodies</li> </ul>
	4. To create the dancing performance	<ul style="list-style-type: none"> <li>• The body language and body dancing words with rhythm.</li> </ul>
	5. Showing manners	<ul style="list-style-type: none"> <li>• To understand showing, participation manners.</li> </ul>
<b>P.3</b>	1. To create the moving in the short-term different situations.	<ul style="list-style-type: none"> <li>• The different types of moving are including of               <ul style="list-style-type: none"> <li>- Standard Ramwong</li> <li>- Royal songs composition</li> <li>- Short-term situations</li> <li>- The given situations</li> </ul> </li> </ul>
	2. Have a dancing performance	<ul style="list-style-type: none"> <li>• Dancing's methods               <ul style="list-style-type: none"> <li>- The body language</li> <li>- The body dancing words with legs</li> </ul> </li> </ul>
	3. To compare the performer and audience functions.	<ul style="list-style-type: none"> <li>• Showing manners               <ul style="list-style-type: none"> <li>- The performer</li> <li>- The audience</li> <li>- Participation</li> </ul> </li> </ul>
	4. To join the appropriate activities with the ages.	
	5. To describe the advantages of dancing in daily life.	<ul style="list-style-type: none"> <li>• The constructionism with dancing with others subject areas</li> </ul>

Grade	Indicators	Core topics
<b>P.4</b>	1. To identify dancing basically and express the feeling from drama.	<ul style="list-style-type: none"> <li>• Dancing method               <ul style="list-style-type: none"> <li>- Body language</li> <li>- Dancing words practicing</li> </ul> </li> </ul>
	2. To apply the body language, dancing words or drama words with story.	<ul style="list-style-type: none"> <li>• To apply body language and dancing words with soul-stirring song and Royal songs composition</li> </ul>
	3. To the represent own moving with rhythm.	<ul style="list-style-type: none"> <li>• To create dancing or local rhythm dancing.</li> </ul>
	4. To dance in parts of pair and teamwork.	<ul style="list-style-type: none"> <li>• Dancing in parts of pair and teamwork.               <ul style="list-style-type: none"> <li>- Standard Ramwong</li> <li>- Dancing</li> </ul> </li> </ul>
	5. To describe the favorite things of the characters with signatures and outstanding characteristics.	<ul style="list-style-type: none"> <li>• Describing the story               <ul style="list-style-type: none"> <li>- Signatures</li> <li>- The outstanding characteristics</li> </ul> </li> </ul>
<b>P.5</b>	1. To describe dancing components.	<ul style="list-style-type: none"> <li>• The dancing components               <ul style="list-style-type: none"> <li>- Rhythm</li> <li>- Body language, dancing words</li> <li>- Tools and equipment</li> </ul> </li> </ul>
	2. Have an ability to show own performance with song or story.	<ul style="list-style-type: none"> <li>• To create dancing with rhythm and story.</li> </ul>
	3. Have an ability to dance with body language and dancing words to express the feeling.	<ul style="list-style-type: none"> <li>• Dancing performance               <ul style="list-style-type: none"> <li>- Dancing</li> <li>- Thai tradition dance</li> <li>- Standard Ramwong</li> </ul> </li> </ul>
	4. To participate with storyboard writing or skit activity.	<ul style="list-style-type: none"> <li>• Drama components               <ul style="list-style-type: none"> <li>- Storyboard writing</li> <li>- Skit</li> </ul> </li> </ul>



Grade	Indicators	Core topics
	5. To compare the components of dancing	<ul style="list-style-type: none"> <li>The references of dancing components.</li> </ul>
	6. To explain the advantage of performance.	<ul style="list-style-type: none"> <li>Performance manners</li> <li>To express the feeling and performance value.</li> </ul>
P.6	1. To create moving and performance with dancing and feeling.	<ul style="list-style-type: none"> <li>To create soul-stirring song dancing or Thai local song.</li> </ul>
	2. To design clothes or performance materials.	<ul style="list-style-type: none"> <li>Performance components creation is including of               <ul style="list-style-type: none"> <li>Clothes</li> <li>Performance backstage and materials</li> </ul> </li> </ul>
	3. Dancing performance and drama	<ul style="list-style-type: none"> <li>Dancing performance and drama is including of               <ul style="list-style-type: none"> <li>Standard Ramwong</li> <li>Dancing</li> <li>Thai tradition dance</li> <li>Creation drama</li> </ul> </li> </ul>
	4. To express the feeling with dancing performance and creation drama.	<ul style="list-style-type: none"> <li>Dancing performance and creation drama functions.</li> </ul>
	5. To share an idea with the performance.	<ul style="list-style-type: none"> <li>Performance's methos               <ul style="list-style-type: none"> <li>Analyzing</li> <li>Admirable</li> </ul> </li> </ul>
	6. To explain the relation between dancing and drama with daily life.	<ul style="list-style-type: none"> <li>Dancing and drama components.</li> </ul>

### Strand 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	Indicators	Core topics
P.1	1. To identify and know how to play Thai traditional play.	<ul style="list-style-type: none"> <li>Thai traditional play               <ul style="list-style-type: none"> <li>Methods</li> <li>Rules</li> </ul> </li> </ul>
	2. To explain the dancing favorite things.	<ul style="list-style-type: none"> <li>Dancing</li> </ul>
P.2	1. To identify and know how to play Thai traditional play.	<ul style="list-style-type: none"> <li>Thai traditional play               <ul style="list-style-type: none"> <li>Methods</li> </ul> </li> </ul>

		- Rules
	2. To coordinate with Thai traditional play with Thai living.	• Thai traditional play resources
	3. To identify the favorite things and dignity of Thai traditional play.	• Thai traditional play
<b>P.3</b>	1. To describe the local dancing performance.	• The local dancing performance.
	2. To identify the signature and identity of dancing performance	• The dancing performance - Character - Identity
	3. To explain the dancing importance.	• Dancing resource - Respected resources
<b>P.4</b>	1. To explain about dancing history.	• Dancing background - To pay respect before and after class.
	2. To compare dancing performance with others tradition culture.	• Performance showing - Dancing - Local performance `
	3. To explain the performance importance and to respect with dancing.	• Dancing's background - To pay respect before and after class.
	4. To explain the conservative reason for Thai dancing performance.	• Thai dancing performance reference • Folk plays
<b>Grade</b>	<b>Indicators</b>	<b>Core topics</b>
<b>P.5</b>	1. To compare Thai performance in the different local.	• The dancing's type - Folk plays
	2. To identify or have a performance that reflects to culture and tradition.	• The dancing's type - Folk plays
<b>P.6</b>	1. To explain the importance of dancing and drama performance.	• The meaning, reference and importance of dancing and drama - Important person - Vale
	2. To identify an advantage from the performance or watching the dancing and drama.	• Dancing performance and the drama in school activities.

# School Curriculum Structure

Structure and Time Rate of Learning Management (Regular Classroom, Academic Year  
2025) Ban San Kamphaeng School Educational Institution Curriculum, 2025  
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
<b>Learning subject group</b>						
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
<b>Total class time (basic)</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>
<b>Additional courses</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>80</b>	<b>80</b>	<b>80</b>
Knowledge Inquiry (KI) (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for Communication	80	80	80	-	-	-
<b>Student development activities</b>						
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
<b>Extra-curricular activities</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>160</b>	<b>160</b>	<b>160</b>
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
<b>Total study time</b>	<b>1,200 hours/year</b>					

School curriculum structure (regular classroom, academic year 2025)  
Grade 1

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 11201 Chinese	40
๑ 11202 English for Communication	80
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>total class time</b>	<b>1200 hours/year</b>

## School curriculum structure (regular classroom, academic year 2025)

## Grade 2

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 12201 Chinese	40
CH 12202 English for Communication	80
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>total class time</b>	<b>1200 hours/year</b>

## School curriculum structure (regular classroom, academic year 2025)

## Grade 3

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 13201 Chinese	40
CH 13202 English for Communication	80
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>total class time</b>	<b>1200 hours/year</b>

## School curriculum structure (regular classroom, academic year 2025)

## Grade 4

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>Total class time</b>	<b>1,200 hours /year</b>



## School curriculum structure (regular classroom, academic year 2025)

## Grade 5

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>Total class time</b>	<b>1,200 hours /year</b>

## School curriculum structure (regular classroom, academic year 2025)

## Grade 6

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>80</b>
I 16201 Knowledge Inquiry	40
CH 16202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>Total class time</b>	<b>1,200 hours /year</b>

Structure and Time Rate of Learning Management (MEP Program , Academic Year 2025)

Ban San Kamphaeng School Educational Institution Curriculum, 2025

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
<b>Learning subject group</b>						
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
<b>Total class time (basic)</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>
<b>Additional courses</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>80</b>	<b>80</b>	<b>80</b>
Knowledge Inquiry (KI) (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for Communication	80	80	80	-	-	-
<b>Student development activities</b>						
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
<b>Extra-curricular activities</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>160</b>	<b>160</b>	<b>160</b>
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
<b>Total study time</b>	<b>1,200 hours/year</b>					

## School curriculum structure (MEP Program, academic year 2025) Grade 1

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 11201 Chinese	40
ə 11202 English for Communication	80
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>total class time</b>	<b>1200 hours/year</b>

## School curriculum structure (MEP Program, academic year 2025) Grade 2

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 12201 Chinese	40
CH 12202 English for Communication	80
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>total class time</b>	<b>1200 hours/year</b>

## School curriculum structure (MEP Program, academic year 2025) Grade 3

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 13201 Chinese	40
CH 13202 English for Communication	80
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>total class time</b>	<b>1200 hours/year</b>

## School curriculum structure (MEP Program, academic year 2025) Grade 4

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>Total class time</b>	<b>1,200 hours /year</b>

## School curriculum structure (MEP Program, academic year 2025) Grade 5

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>Total class time</b>	<b>1,200 hours /year</b>



## School curriculum structure (MEP Program, academic year 2025) Grade 6

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>80</b>
I 16201 Knowledge Inquiry	40
CH 16202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>Total class time</b>	<b>1,200 hours /year</b>

Structure and Time Rate of Learning Management (SMP Program, Academic Year 2025)

Ban San Kamphaeng School Educational Institution Curriculum, 2025

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
<b>Learning subject group</b>						
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
<b>Total class time (basic)</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>
<b>Additional courses</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>
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
<b>Student development activities</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>
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
<b>Extra-curricular activities</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>
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
<b>Total study time</b>	<b>1,200 hours/year</b>					

## School curriculum structure (SMP Program, academic year 2025) Grade 1

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 11201 Chinese	40
S 11203 STEAM Education	80
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>120</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>total class time</b>	<b>1200 hours/year</b>

## School curriculum structure (SMP Program, academic year 2025) Grade 2

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 12201 Chinese	40
S 12203 STEAM Education	80
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>120</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>total class time</b>	<b>1200 hours/year</b>

## School curriculum structure (SMP Program, academic year 2025) Grade 3

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 13201 Chinese	40
S 13203 STEAM Education	80
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>120</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>total class time</b>	<b>1200 hours/year</b>

## School curriculum structure (SMP Program, academic year 2025) Grade 4

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 14201 Knowledge Inquiry	40
I 14201 Chinese	40
S 14203 STEAM Education	40
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>120</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>total class time</b>	<b>1200 hours/year</b>

## School curriculum structure (SMP Program, academic year 2025) Grade 5

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 15201 Knowledge Inquiry	40
I 15201 Chinese	40
S 15203 STEAM Education	40
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>120</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>total class time</b>	<b>1200 hours/year</b>

## School curriculum structure (SMP Program, academic year 2025) Grade 6

course/activity	Study time (hours/year)
<b>basic course</b>	<b>840</b>
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
<b>additional courses</b>	<b>120</b>
I 16201 Knowledge Inquiry	40
I 16201 Chinese	40
S 16203 STEAM Education	40
<b>Student development activities</b>	<b>120</b>
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
<b>Extra-curricular activities</b>	<b>120</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>total class time</b>	<b>1200 hours/year</b>



# 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.

### **Learning Indicators**

AR 1.1 Gr.1/1, Gr.1/2, Gr.1/3, Gr.1/4, Gr.1/5

AR 1.2 Gr.1/1

AR 2.1 Gr.1/1, Gr.1/2, Gr.1/3, Gr.1/4, Gr.1/5

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

AR 3.1 Gr.1/1, Gr.1/2, Gr.1/3

AR 3.2 Gr.1/1, Gr.1/2

**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.

### **Indicator code**

AR 1.1 Gr2/1, Gr2/2, Gr2/3, Gr2/4, Gr2/5, Gr2/6, Gr2/7, Gr2/8

AR 1.2 Gr2/1, Gr2/2

AR 2.1 Gr2/1, Gr2/2, Gr2/3, Gr2/4, Gr2/5

AR 2.2 Gr2/1, Gr2/2

AR 3.1 Gr2/1, Gr2/2, Gr2/3, Gr2/4, Gr2/5

AR 3.2 Gr2/1, Gr2/2, Gr2/3

**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.

### Indicators

AR 1.1 Gr. 3/1, 3/2, 3/3, 3/4, 3/5, 3/6, 3/7, 3/8, 3/9, 3/10

AR 1.2 Gr. 3/1, 3/2

AR 2.1 Gr. 3/1, 3/2, 3/3, 3/4, 3/5, 3/6, 3/7

AR 2.2 Gr. 3/1, 3/2

AR 3.1 Gr. 3/1, 3/2, 3/3, 3/4, 3/5

AR 3.2 Gr. 3/1, 3/2, 3/3

**Total of 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

### **Indicator code**

AR1.1 Gr.4/1, Gr.4/2, Gr.4/3, Gr.4/4, Gr.4/5, Gr.4/6, Gr.4/7, Gr.4/8, Gr.4/9

AR1.2 Gr.4/1, Gr.4/2

AR2.1 Gr.4/1, Gr.4/2, Gr.4/3, Gr.4/4, Gr.4/5, Gr.4/6, Gr.4/7

AR2.2 Gr.4/1, Gr.4/2,

AR3.1 Gr.4/1, Gr.4/2, Gr.4/3, Gr.4/4, Gr.4/5

AR3.2 Gr.4/1, Gr.4/2, Gr.4/3, Gr.4/4

**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.

**Indicator code**

AR1.1 Gr.5/1, Gr.5/2, Gr.5/3, Gr.5/4, Gr.5/5, Gr.5/6, Gr.5/7

AR1.2 Gr.5/1, Gr.5/2

AR2.1 Gr.5/1, Gr.5/2, Gr.5/3, Gr.5/4, Gr.5/5, Gr.5/6, Gr.5/7

AR2.2 Gr.5/1, Gr.5/2,

AR3.1 Gr.5/1, Gr.5/2, Gr.5/3, Gr.5/4, Gr.5/5, Gr.5/6

AR3.2 Gr.5/1, Gr.5/2

**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.

**Indicator code**

AR1.1 Gr.6/1, Gr.6/2, Gr.6/3, Gr.6/4, Gr.6/5, Gr.6/6, Gr.6/7

AR1.2 Gr.6/1, Gr.6/2, Gr.6/3

AR2.1 Gr.6/1, Gr.6/2, Gr.6/3, Gr.6/4, Gr.6/5, Gr.6/6

AR2.2 Gr.6/1, Gr.6/2, Gr.6/3

AR3.1 Gr.6/1, Gr.6/2, Gr.6/3, Gr.6/4, Gr.6/5, Gr.6/6

AR3.2 Gr.6/1, Gr.6/2

**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
<b>Total scores of the first assessment</b>				<b>40</b>	<b>10</b>
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
<b>Total scores of the second assessment</b>				<b>40</b>	<b>10</b>
<b>Total assessment scores throughout the academic year</b>				<b>80</b>	<b>20</b>

## 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
<b>Total scores of 1<sup>st</sup> Semester</b>				<b>40</b>	<b>10</b>
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
14	Local Dance Performance	AR 3.2 Gr. 3/1, Gr. 3/2, Gr. 3/3	3	5	2
<b>Total scores of 2<sup>nd</sup> Semester</b>				<b>40</b>	<b>10</b>
<b>Total scores of all year</b>				<b>80</b>	<b>20</b>

## 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			
<b>Total Semester: 1<sup>st</sup></b>				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 <sup>nd</sup>				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
<b>Total Semester: 1<sup>st</sup></b>				<b>40</b>	<b>10</b>
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 <sup>nd</sup>				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
<b>Total Semester: 1<sup>st</sup></b>				<b>40</b>	<b>10</b>
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 <sup>nd</sup>				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										Total
		1	2	3	4	5	6	7	8	9	10	
1	<b>AR1.1 Gr.1/1</b> To explain about shapes, appearance and size of environment objects and human creations.	7										7
2	<b>AR1.1 Gr.1/2</b> To express the feeling to natural and environment.	6										6
3	<b>AR1.1 Gr.1/3</b> Has the basic skill to use art tools and materials for making visual arts.					6						6
4	<b>AR1.1 Gr.1/4</b> To create the visual arts by color techniques.					6						6
5	<b>AR1.1 Gr.1/5</b> Environment drawing and painting.	7										7
6	<b>AR1.2 Gr.1/1</b> To identify the daily life visual arts.						8					8
7	<b>AR2.1 Gr.1/1</b> To understand the different of sounds or tone origins.							3				3
8	<b>AR2.1 Gr.1/2</b> 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	<b>AR2.1 Gr.1/3</b> To read poem or sing the song follow the rhythm.								2			2
10	<b>AR2.1 Gr.1/4</b> To participate music activities								4			4
11	<b>AR2.1 Gr.1/5</b> To explain the relation of daily life song.									4		4
12	<b>AR2.2 Gr.1/1</b> To describe about local song.										3	3
13	<b>AR2.2 Gr.1/2</b> To identify the favorite thing in local music.		2	2								4
14	<b>AR3.1 Gr.1/1</b> Moving imitated		2	2								2
15	<b>AR3.1 Gr.1/2</b> To express feeling via acting.		3	3								6
16	<b>AR3.1 Gr.1/3</b> To explain the favorite things from watching and presentation.		2	2								4
17	<b>AR3.2 Gr.1/1</b> To identify and know how to play Thai traditional play.				3							3
18	<b>AR3.1 Gr.1/2</b> To explain the dancing favorite things.				3							3
<b>Total scores</b>		<b>20</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>12</b>	<b>8</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>5</b>	<b>80</b>

Indicators	Unit Plans										
	First semester				Second semester						Total
	1	2	3	4	5	6	7	8	9	10	
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	<b>AR1.1 Gr.2/6</b> Drawing about people and family.		2											22
7	<b>AR1.1 Gr.2/7</b> To choose the visual arts for describing about visual and story.		2											
8	<b>AR1.1 Gr.2/8</b> To create the knetic art		2					8						`10
9	<b>AR1.2 Gr.2/1</b> To explain the daily life visual arts importance.								6					6
10	<b>AR1.2 Gr.2/2</b> To discuss about types of local visual art with creation's methods and tools or equipment.								6					6
11	<b>AR2.1 Gr.2/1</b> To classify sounds or tone origins									2				2
12	<b>AR2.1 Gr.2/2</b> To classify the quality of the dynamic sound.									3				3
13	<b>AR2.1 Gr.2/3</b> 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	<b>AR2.1 Gr.2/4</b> To sing the song appropriately.											2		2
15	<b>AR2.1 Gr.2/5</b> To explain the meaning and the importance of song.											3		3
16	<b>AR2.2 Gr.2/1</b> To explain the relation of musical instrument sound in local song.												3	3
17	<b>AR2.2 Gr.2/2</b> To join and participate local music activity.												3	3
18	<b>AR3.1 Gr.2/1</b> The acting of immoveable and moveable.			3										3
19	<b>AR3.1 Gr.2/2</b> The acting to reflect own feeling.				3									3
20	<b>AR3.1 Gr.2/3</b> To express the action from performance					2								2
21	<b>AR3.1 Gr.2/4</b> To create the dancing performance					3								3
22	<b>AR3.1 Gr.2/5</b> Showing manners					2								2

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

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

Course Code: AR12101 Grade 2

Course Code: AR12101 Grade 2

Indicators	Unit Plans												
	First semester						Second semester						Total
	1	2	3	4	5	6	7	8	9	10	11	12	
AR1.1 Gr.2/1	1	0.5											1.5
AR1.1 Gr.2/2	0.5	0.5											1
AR1.1 Gr.2/3	0.5												0.5
AR1.1 Gr.2/4	0.5												0.5
AR1.1 Gr.2/5	0.5												0.5
AR1.1 Gr.2/6		1											1
AR1.1 Gr.2/7													-
AR1.1 Gr.2/8							2						2
AR1.2 Gr.2/1								2					2
AR1.2 Gr.2/2								1					1
AR2.1 Gr.2/1									1				1
AR2.1 Gr.2/2									1				1
AR2.1 Gr.2/3										1			1
AR2.1 Gr.2/4											0.5		0.5
AR2.1 Gr.2/5											0.5		0.5
AR2.2 Gr.2/1												0.5	0.5
AR2.2 Gr.2/2												0.5	0.5
AR3.1 Gr.2/1			1										1
AR3.1 Gr.2/2				1									1
AR3.1 Gr.2/3					1								1
AR3.1 Gr.2/4					0.5								0.5
AR3.1 Gr.2/5					0.5								0.5
AR3.2 Gr.2/1						1							1
AR3.2 Gr.2/2													-
AR3.2 Gr.2/3													-
Total scores	3	2	1	1	2	1	2	3	2	1	1	1	20
	10					10							

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	<b>AR1.1 Gr.3/1</b> To explain shapes and appearances in natural, environment and visual arts.	4														4
2	<b>AR1.1 Gr.3/2</b> To identify visuals arts tools and materials.	4														4
3	<b>AR1.1 Gr.3/3</b> To identify art components in environment and visual arts (lines, colors, shapes, appearances and textures)	4														4
4	<b>AR1.1 Gr.3/4</b> To draw and paint things around in daily life.										3					3
5	<b>AR1.1 Gr.3/5</b> 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	<b>AR1.1 Gr.3/6</b> Drawing to express the feeling about appearances textures and techniques										3					3
7	<b>AR1.1 Gr.3/7</b> To describe reasons and method of visual arts with techniques and art tools and materials.										3					3
8	<b>AR1.1 Gr.3/8</b> To appreciate and improve own visual arts,										2					2
9	<b>AR1.1 Gr.3/9</b> 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	<b>AR2.1 Gr.3/4</b> Singing and playing appropriately.				3											3
17	<b>AR2.1 Gr.3/5</b> To dance related with the music.					3										3
18	<b>AR2.1 Gr.3/6</b> To share the opinion about playing music and singing the song.						2									2
19	<b>AR2.1 Gr.3/7</b> To apply the music knowledge with daily life.							2								2
20	<b>AR2.2 Gr.3/1</b> To identify local music features and identity.								2							2
21	<b>AR2.2 Gr.3/2</b> 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	<b>AR3.2 Gr.3/3</b> To explain the dancing importance.														1	1
<b>Total scores</b>		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

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

Course Code: AR14101 Grade 4

[illegible]

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







No.	Standards	Unit Plans												
		1	2	3	4	5	6	7	8	9	10	11	12	Total
25	<b>AR3.1 Gr.4/5</b> To describe the favorite things of the characters with signatures and outstanding characteristics.													-
26	<b>AR3.2 Gr.4/1</b> To explain about dancing history.										1			1
27	<b>AR3.2 Gr.4/2</b> To compare dancing performance with others tradition culture.										1			1
28	<b>AR3.2 Gr.4/3</b> To explain the performance importance and to respect with dancing.										1			1
29	<b>AR3.2 Gr.4/4</b> To explain the conservative reason for Thai dancing performance.										1			1
<b>Total scores</b>		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	<b>AR1.1 Gr.5/1</b> To describe the rhythm of things around in environment and visual arts.	3											3
2	<b>AR1.1 Gr.5/2</b> To compare the similarity and difference of visual arts with arts tools or materials creation and different methods.	1											1
3	<b>AR1.1 Gr.5/3</b> To draw with the shading, value color and tone technique.		5										5
4	<b>AR1.1 Gr.5/4</b> To create sculpture art with clay or plasticine.							3					3
5	<b>AR1.1 Gr.5/5</b> 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	<b>AR2.1 Gr.5/3</b> To read and write pentatonic scale of Thai and national music.				2								2
13	<b>AR2.1 Gr.5/4</b> Have a skill to play musical instrument and rhythm.				3								3
14	<b>AR2.1 Gr.5/5</b> To sing national or Thai song with appropriate age.					3							3
15	<b>AR2.1 Gr.5/6</b> To improvise the song.					2							2
16	<b>AR2.1 Gr.5/7</b> To express an imagination with music.						1						1
17	<b>AR2.2 Gr.5/1</b> To explain the relation between music and others culture tradition.						2						2
18	<b>AR2.2 Gr.5/2</b> To explain the music value from different culture.						2						2

[illegible]



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											Total
	First semester						Second semester					
	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	<b>AR1.1 Gr.6/7</b> To create the visual arts with drawing, charts and pictures to express the feeling and story or situations.		3											3
8	<b>AR1.2 Gr.6/1</b> To describe the reflection of visual arts to living and social.								2					2
9	<b>AR1.2 Gr.6/2</b> To discuss about the influence of believe in faith to the local visual arts.								2					2
10	<b>AR1.2 Gr.6/3</b> To identify and describe the local influence to the personal visual arts creation.								2					2
11	<b>AR2.1 Gr.6/1</b> To describe music components from the song or music.									2				2
12	<b>AR2.1 Gr.6/2</b> To identify type and function of Thai and others culture musical instruments.									1				1



No.	Standards	Unit Plans												
		1	2	3	4	5	6	7	8	9	10	11	12	Total
20	<b>AR3.1 Gr.6/1</b> To create moving and performance with dancing and feeling.			2										2
21	<b>AR3.1 Gr.6/2</b> To design clothes or performance materials.			2										2
22	<b>AR3.1 Gr.6/3</b> Dancing performance and drama				5									5
23	<b>AR3.1 Gr.6/4</b> To express the feeling with dancing performance and creation drama.				5									5
24	<b>AR3.1 Gr.6/5</b> To share an idea with the performance.				2									2
25	<b>AR3.1 Gr.6/6</b> To explain the relation between dancing and drama with daily life.				1									1
26	<b>AR3.2 Gr.6/1</b> To explain the importance of dancing and drama performance.						2							2
27	<b>AR3.2 Gr.6/2</b> To identify an advantage from the performance or watching the dancing and drama.						1							1
<b>Total scores</b>		<b>14</b>	<b>6</b>	<b>4</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>14</b>	<b>6</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>4</b>	<b>80</b>

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

Course Code: AR16101 Grade 6

Course Code: AR16101 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

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### 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%)
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
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%	Creates performance props with 70–79% accuracy	Creates performance props with 60–69% accuracy	Creates performance props with less

	accuracy or more			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

Grade 1

Visual Arts

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. 2. Summarize of classification of high-low, loud-soft, long-short sound characteristics. 3. Practice pronouncing with intention.	Passing the evaluation criteria from level 2 - Describing the origin of sound and its properties. - Summarize the classification of sound types. - Summarize the classification of the properties of high-low, loud-soft, long-short sounds. - Practice pronunciation with intention.	- Learning from describing the origin of sounds. - Learning from classifying types of sounds. - Learning from classifying the characteristics of sounds. - 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.



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

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### 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

Teaching and Learning process	Evaluation	Activities
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	Student can identify the visual elements in the	Student can identify the visual elements in the environment at	Student can identify the visual elements in the



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

4. **Knowledge:** Achieve 60% or more
5. **Art skills and processes:** Achieve level 2 or higher
6. **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% accuracy or higher.	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 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:**

- |                              |                           |
|------------------------------|---------------------------|
| 7. Knowledge:                | Achieve 60% or more       |
| 8. Art skills and processes: | Achieve level 2 or higher |
| 9. 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

Grade 2

Code: AR 12101

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:**

- |                               |                           |
|-------------------------------|---------------------------|
| 10. Knowledge:                | Achieve 60% or more       |
| 11. Art skills and processes: | Achieve level 2 or higher |
| 12. 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.
2. The practice of performing gestures in rhythm.	Express perform gestures in rhythm according to the specified criteria.	- Learn about perform gestures in rhythm.



Teaching and Learning process	Evaluation	Activities
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:**

13. **Knowledge:** Achieve 60% or more
14. **Art skills and processes:** Achieve level 2 or higher
15. **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 80% accuracy or higher.	Student can identify the etiquette for attending a performance at 70 - 79% accuracy.	Student can identify the etiquette for attending a performance at 60 - 69% accuracy.	Student can identify the etiquette for attending a performance at 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.

Teaching and Learning process	Evaluation	Activities
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:**

16. **Knowledge:** Achieve 60% or more
17. **Art skills and processes:** Achieve level 2 or higher
18. **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.
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

Grade 2

Code: AR 12101

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:**

- |                               |                           |
|-------------------------------|---------------------------|
| 19. Knowledge:                | Achieve 60% or more       |
| 20. Art skills and processes: | Achieve level 2 or higher |
| 21. 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

Grade 2

Code: AR 12101

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.
2. Worksheet on Different Types of Local Visual Arts, focusing on the Methods	- Discuss the different types of local visual arts, focusing on the methods of creation and the materials and tools used	Learn about the different types of local visual arts, focusing on the methods of

Teaching and Learning process	Evaluation	Activities
of Creation and the Materials and Tools Used.	according to the specified criteria.	creation and the materials and tools used.

**Evaluation:**

22. **Knowledge:** Achieve 60% or more
23. **Art skills and processes:** Achieve level 2 or higher
24. **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 80% accuracy or higher.	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 less than 60% accuracy.

## Chapter 9 Funny sound

Funny sound

Grade 2

Code: AR 12101

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.
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:**

25. **Knowledge:** Achieve 60% or more
26. **Art skills and processes:** Achieve level 2 or higher
27. **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

Grade 2

Code: AR 12101

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:**

- |                               |                           |
|-------------------------------|---------------------------|
| 28. Knowledge:                | Achieve 60% or more       |
| 29. Art skills and processes: | Achieve level 2 or higher |
| 30. 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

Grade 2

Code: AR 12101

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:**

- |                               |                           |
|-------------------------------|---------------------------|
| 31. Knowledge:                | Achieve 60% or more       |
| 32. Art skills and processes: | Achieve level 2 or higher |
| 33. 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

Grade 2

Code: AR 12101

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 vocals and the music in a local song using simple words.	- Explain the relationship between the vocals and the music in a local song using simple words.	- Learn about the relationship between the vocals and the music in a local song using simple words.

Teaching and Learning process	Evaluation	Activities
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:**

34. **Knowledge:** Achieve 60% or more
35. **Art skills and processes:** Achieve level 2 or higher
36. **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 activities at 80% accuracy or higher.	Student can perform and participate in local musical activities at 70 - 79% accuracy.	Student can perform and participate in local musical activities at 60 - 69% accuracy.	Student can perform and participate in local musical activities at less than 60% accuracy.
3. Participation in local music activities	Student have a participation in local music activities at 80%	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

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



# Grade 3 Unit Design Framework

## Chapter 1 Art and Nature

Art and Nature

Grade 3

Code: AR 13101

Time: 5 hours

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### 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:**

37. **Knowledge:** Achieve 60% or more
38. **Art skills and processes:** Achieve level 2 or higher
39. **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

Grade 3

Code: AR 13101

Time: 1 hour

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**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

Grade 3

Code: AR 13101

Time: 2 hours

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*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

Grade 3

Code: AR 13101

Time: 1 hour

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### 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

Grade 3

Code: AR 13101

Time: 2 hours

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*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% accuracy or higher	Student can express opinions about the sound of music and vocals at 70 - 79% accuracy	Student can express opinions about the sound of music and vocals at 60 - 69% accuracy	Student can express opinions about the sound of music and vocals at less than 60% accuracy

## Chapter 7 Music in Daily Life

Music in Daily Life

Grade 3

Code: AR 13101

Time: 1 hour

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### 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

Grade 3

Code: AR 13101

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

Grade 3

Code: AR 13101

Time: 1 hour

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### 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**

**Grade 3**

**Code: AR 13101**

**Time: 10 hours**

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### **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
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 and feelings from real-life events	Students can draw and convey thoughts and feelings from real-life events using lines, shapes, forms, colors, and textures at 80% or higher.	Students can draw and convey thoughts and feelings from real-life events using lines, shapes, forms, colors, and textures at 70% - 79%.	Students can draw and convey thoughts and feelings from real-life events using lines, shapes, forms, colors, and textures at 60% - 69%.	Students can draw and 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	Students can describe the reasons and methods for creating visual art, focusing on techniques and	Students can describe the reasons and methods for creating visual art, focusing on techniques and	Students can describe the reasons and methods for creating visual art, focusing on techniques and

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

Grade 3

Code: AR 13101

Time: 2 hours

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### 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

Grade 3

Code: AR 13101

Time: 3 hour

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### 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

Grade 3

Code: AR 13101

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

Grade 3

Code: AR 13101

Time: 3 hours

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### 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 importance at 80% or higher	Student can explain the importance at 70 - 79%	Student can explain the importance at 60 - 69%	Student can explain the 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

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### 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

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### 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.

.

### 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

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### 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

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### 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

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### 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	Be able to compare the feature of shapes in environment nature with	Be able to compare the feature of shapes in environment nature with	Be able to compare the feature of shapes in environment nature with
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.

## Chapter 8 Print making

Course Code: AR14101

Art

Grade 4

Time : 4 hours

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### 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 arts up to 80 percentages.	Be able to compare the expressing feeling to the different visual arts up to 70 - 79 percentages.	Be able to compare the expressing feeling to the different visual arts up to 60 - 69 percentages.	Be able to compare the expressing feeling to the different visual arts lower to 60 percentages.

## Chapter 9 Local wisdom visual arts

Course Code: AR14101

Art

Grade 4

Time : 4 hours

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### 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

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### 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

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### 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**

<b>Teaching and Learning process</b>	<b>Evaluation</b>	<b>Activities</b>
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:**

- |                                   |  |
|-----------------------------------|--|
| <b>1. Knowledge:</b>              | Passing standard score up to 60 percentages.     |
| <b>2. Art skills and process:</b> | Evaluate up to fair level (60 – 69 percentages). |
| <b>3. Competency:</b>             | 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	- Be able to identify about the conservation
Teaching and Learning process	Evaluation	Activities
	of Thai dancing performance as criteria follows.	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

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### 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

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### 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

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### 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 musical instruments sounds.	- To study about the features of singing 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

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### 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

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### 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

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### 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 - 60 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

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### 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

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### 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

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### 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

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### 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

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### 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

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### 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 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

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### 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

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### 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

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### 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

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### 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

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### 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

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### 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

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### 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

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### 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 11

Course Code: AR16101

Music

Grade 6

Time : 2 hours

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### 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

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### 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

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### 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 Pareena Pongthammachat	Member
4. Miss Leelawadee Prominta	Member
5. Miss Suchanan Srijai	Member
6. Miss Phetcharin Lungta	Member
7. Miss Kotchakorn Chairawang	Member
8. Miss Kanyarat Phonrob	Member
9. Miss.Daraporn Kattiya	Member
10. Miss Patcharaporn Satasarn	Member
11. Miss Chariya Srisem	Member
12. Miss Cheeranan Thananwatmaythee	Member
13. Miss Jaynisa Threesukontharat	Member
14. Miss Krittaporn Khiawham	Member
15. Miss Sujittar Thianthongmongkol	Member
16. Mrs.Souwakon Sanvilai	Member
17. Miss Nitchakan Pokrai	Member
18. Miss Jittiporn Suwannachart	Member
19. Mr.Songkran kamkaew	Member
20. Mrs.Souwakon Sanvilai	Member
21. Miss Nitchakan Pokrai	Member
22. Miss Phitchaphak Saisanongyod	Member
23. Ms Kantika Pachsee	Member
24. Mrs. Angkanaruk Chanthong	Member
25. Mr.Rene Decot Dancel Jr.	Member
26. Miss Yee Mon Oo	Member
27. Mr.Moises I Edano	Member
28. Mr. Jon Gabriel L. Batinga	Member

29. Mr. Saw Victor Gay Htoo	Member
30. Miss Vrenille Avy Villanueva	Member
31. Miss.Melanie S.Valdez	Member
32. Miss Monera Distrajo	Member
33. Miss Khin Myint Myat Maw	Member
34. Miss Mary Cris A. Bagas	Member
35. Mr. Simon Dean	Member
36. Mr. Kian Boon Lim	Member