

Performing Arts
Drama
Preschool

By the end of Preschool students will:

Creative Exploration and Expression

- Explore imaginative play, using a range of sources, for example personal experiences, stories, objects and pictures.
- Explore and experience imaginary creations.
- Participate in a dramatic play of a familiar story, poem or rhyme (*acting/mime*)

Performance

- Mimic a variety of sounds (example, high pitched bird, lion growl)
- Explore movement and the use of space.
- Share ideas in one format, for example, mime
- Act without preparation time

Technical Incorporation

- Participate in a performance with or without props, costumes or simple sets
- Retell information about a person, event, story, or rhyme.

Personal and Social Development

- Begin to understand appropriate behaviors in drama, as an audience member or as performer
- Work independently with confidence
- Share ideas with a partner or small group

Reflection, Evaluation and Appreciation

- Talk about how it feels when creating and sharing work
- Tell others about the favorite and least favorite part of a story, play, or other media.

Drama in Society

- Experience live performances
- Discuss performing arts experiences
- Be exposed to different forms of stories, scripts, and other media from other times and places

Performing Arts
Music
Preschool

By the end of Preschool students will:

Performing

Singing

- Explore vocal sounds, use the voice to imitate sounds and communicate feelings, develop language and speech through new vocabulary
- Sing in unison simple songs in an appropriate pitch range in their entirety and from memory

Playing Instruments

- Explore body sounds and a variety of un-tuned and tuned percussion instruments in order to develop fine motor control
- Develop an ability to maintain a steady beat through non-loco-motor and loco-motor activities, using body sounds and playing instruments
- Develop an ability to start and stop at the same time in an ensemble
- **Begin to use classroom instruments with care and control**

Creating and Composing

- Explore and make choices about sound
- Create sound effects to complement a story, poem, rhyme, picture, or song
- Make use of music as another means of expression and communication of ideas

Notation

- Work as a group and follow directions given by hand signals, signs, and/or non-traditional notation
- Recognize that sound can be recorded using notation or signs

Listening and Appreciation

- Respond to contrasts in musical elements
- Listen with focused attention
- Begin to develop an awareness and appreciation of music from other cultures

Performing Arts
Drama
Pre-Kindergarten

By the end of Pre-Kindergarten students will:

Creative Exploration and Expression

- Incorporate dramatic experiences to enhance units of inquiry
- Explore imaginative play, using a range of sources for example personal experiences, stories, objects, and pictures
- Explore and experience imaginary creations
- Participate in a dramatic play of an unknown story or rhyme
- Tell an original story

Performance

- Mimic a variety of sounds (for example, high pitched bird, lion growl)
- Explore movement and the use of space
- Share ideas in one format, for example, mime
- Act without preparation time

Technical Incorporation

- Participate in a performance with or without props, costumes or simple sets
- Retell information about a person, event, story, or rhyme

Personal and Social Development

- Begin to understand appropriate behaviors in drama, as an audience member or as performer
- Work independently with confidence
- Share ideas with a partner or small group

Reflection, Evaluation and Appreciation

- Talk about how it feels when creating and sharing work
- Tell others about the favorite and least favorite part of a story, play, or other media

Drama in Society

- Experience live performances
- Discuss performing arts experiences
- Be exposed to different forms of stories, scripts, and other media from other times and places

Red – Knowledge

Orange – Concepts

Blue – Skills

Green - Attitudes

Performing Arts
Music
Pre-Kindergarten

By the end of Pre-Kindergarten students will:

Performing

Singing

- Explore vocal sounds, use the voice to imitate sounds and communicate feelings, develop language and speech through new vocabulary
- Sing in unison simple songs in an appropriate pitch range in their entirety and from memory

Playing Instruments

- Explore body sounds and a variety of un-tuned and tuned percussion instruments in order to develop fine motor control
- Develop an ability to maintain a steady beat through non-loco-motor and loco-motor activities, using body sounds and playing instruments
- Develop an ability to start and stop at the same time in an ensemble
- **Begin to use classroom instruments with care and control**

Creating and Composing

- Explore and make choices about sound
- Create sound effects to complement a story, poem, rhyme, picture, or song
- Make use of music as another means of expression and communication of ideas

Notation

- **Work as a group and follow directions given by hand signals, signs, and/or non-traditional notation**
- Recognize that sound can be recorded using notation or signs

Listening and Appreciation

- Respond to contrasts in musical elements
- Listen with focused attention
- Begin to develop an awareness and appreciation of music from other cultures

Performing Arts
Drama
Kindergarten

By the end of Kindergarten students will:

Creative Exploration and Expression

- Explore imaginative play, using a range of sources, for example personal experiences, stories, objects and pictures
- Explore and experience imaginary creations
- Participate in a dramatic play of a familiar story, poem or rhyme

Performance

- Create own performance
- Convey a message using drama techniques
- Share ideas in more than one format, for example mime and poetry

Technical Incorporation

- Experience performance without technical aids
- Retell a familiar story

Personal and Social Development

- Understand and maintain appropriate behaviors in drama, as an audience member or as a performer
- Work cooperatively towards a common goal, taking an active part in a creative experience

Reflection, Evaluation and Appreciation

- Discuss dramatic experiences

Drama in Society

- Experience live performances
- Discuss experiences of performing arts and the way a story can be communicated

Performing Arts
Music
Kindergarten

By the end of Kindergarten students will:

Performing

Singing

- Demonstrate vocal control by singing a variety of songs in the appropriate pitch range
- Sing from signs and non-traditional notation
- Sing songs from a variety of times and cultures

Playing Instruments

- Use call and response for vocal, instrumental, and movement improvisation
- Identify and use non-traditional notation to represent sounds

Creating and Composing

- Respond to contrasts in musical elements
- Respond to directions from a conductor
- Use and response for vocal, instrumental, and movement improvisation call

Notation

- Identify and use non-traditional notation to represent sounds

Listening and Appreciation

- Identify upward and in simple songs downward motion
- Respond to different kinds of music, giving reasons for preferences
- Identify sound sources of a variety of classroom instruments

Performing Arts
Drama
Grade One

By the end of Grade One students will:

Creative Exploration and Expression

- Incorporate dramatic experiences to enhance units of inquiry
- Write poems or songs as part of dramatic work

Performance

- Be able to improvise with a partner
- Develop an awareness of the relationship between voice and body

Technical Incorporation

- Act out or mime a situation using props and/or costumes
- Follow simple stage directions
- Memorize 1-3 sentence situation

Personal and Social Development

- Use performance as a problem-solving tool, especially in role-play
- Develop compromising skills when in group situations

Reflection, Evaluation and Appreciation

- Reflect on dramatic work through self/peer/teachers assessment
- Discuss and explain how cultural values can be communicated through stories and performance

Drama in Society

- Make connections between own drama experiences and those of others

Performing Arts
Music
Grade One

By the end of Grade One students will:

Performing

Singing

- Use singing to explore concepts such as pitch, rhythm, tempo, duration, timbre and dynamics Performing Playing Instruments

Playing Instruments

- Use singing to explore concepts such as pitch, rhythm, tempo, duration, timbre and dynamics

Creating and Composing

- Organize sounds into simple musical phrases using repetition and contrast
- Interpret and use visual symbols to represent sounds
- Use experience and imagination to create personal compositions

Notation

- Become familiar with basics of traditional, melodic, and rhythmic notation
- Begin to read and notate using basic rhythm values of quarter note, eighth note, and quarter rest
- Begin to use appropriate vocabulary to distinguish and describe musical elements
- Describe how musical elements can affect mood in a piece.
- Begin to recognize form

Listening and Appreciation

- Begin to develop an awareness of music from different sources and cultures and be aware of its uses

Performing Arts
Drama
Grade Two

By the end of Grade Two students will:

Creative Exploration and Expression

- Explore and express feelings and emotions through role-play.

Performance

- Act with confidence, memorizing lines and stage directions.
- Develop stage presence.
- Improve with confidence and imagination.

Technical Incorporation

- Realize the purpose of using props, set, costumes in a production.

Personal and Social Development

- Exhibit increasing self-confidence in formal and informal performances.

Reflection, Evaluation and Appreciation

- Discuss performance and presentation experiences, to identify what is effective and what needs to develop.

Drama in Society

- Experience a variety of live performances.

Performing Arts
Music
Grade Two

By the end of Grade Two students will:

Performing
Singing

- Sing with accuracy and control, focusing on pitch, rhythm, tempo, duration and dynamics
- Sing from signs and traditional notation
- Sing with others, developing ensemble skills and awareness of audience
- Sing songs from a variety of times and cultures

Playing Instruments

- Perform rhythmic and melodic patterns on a variety of classroom instruments and in different meters
- Perform with others and develop an awareness of ensemble and audience

Creating and Composing

- Respond to directions from a conductor

Notation

- Use traditional and/or folksong material to learn appropriate melodic content
- Read and notate using basic rhythm values of quarter note, eighth note and quarter rest
- Begin to develop and understanding of musical elements such as the difference between steady beat and rhythm and awareness of meter

Listening and Appreciation

- Identify sounds and names of an increasing number of instruments

Performing Arts
Drama
Grade Three

By the end of Grade Three students will:

Creative Exploration and Expression

- Use drama to explore and engage in concepts taken from the unit of inquiry.

Performance

- Understand and maintain appropriate behaviors in drama.

Technical Incorporation

- Use a variety of materials to convey location and character symbolically.
- Script an original story and follow through to performance.
- Performs using props, sets, costumes and make up.

Personal and Social Development

- Use role-play to explore feelings and emotions

Reflection, Evaluation and Appreciation

- Begin to develop rubrics and checklists for self, peer and group assessment

Drama in Society

- Experience a variety of live performances.

Performing Arts
Music
Grade Three

By the end of Grade Three students will:

Performing
Singing

- Increase song repertoire to include simple songs and begin to develop the ability to sing in harmony

Playing Instruments

- Perform original composition using classroom instruments and other sound sources
- Develop control of sounds with a range of instruments

Creating and Composing

- Continue to describe musical elements using appropriate musical vocabulary
- Choose and arrange sounds to create a mood or feeling
- Explore and organize sounds into simple musical forms

Notation

- Begin to read and notate using rhythm values of whole note and half note, whole and half rest
- Begin to read and notate using dotted rhythms in simple meters
- Use notation to record and communicate ideas
- Identify and use notation to represent and record sound events and simple songs

Listening and Appreciation

- Develop an awareness and appreciation of music from different sources and cultures

Performing Arts
Drama
Grade Four

By the end of Grade Four students will:

Creative Exploration and Expression

- Recognize the value or individual thought and make suggestions to develop it further.
- Use body language and facial expression.

Performance

- Choose and use numerous formats and performance types appropriately.

Technical Incorporation

- Portray a character using special effects such as make-up, wigs and costumes.

Personal and Social Development

- Use performance as a problem-solving tool.

Reflection, Evaluation and Appreciation

- Continue to develop rubrics and checklists for self, peer and group assessment
- Recognize varying cultural perspectives and how they are expressed through drama.

Drama in Society

- Experience a variety of live performances.

Performing Arts
Music
Grade Four

By the end of Grade Four students will:

Performing
Singing

- Sing complex songs with more accuracy
- Sing from traditional notation
- Sing songs from other times and cultures
- Sing with others, using ensemble skills while developing an awareness of audience

Playing Instruments

- Perform complex rhythmic and melodic patterns in different meters

Creating and Composing

- Respond to directions from a conductor
- Continue to develop an understanding of musical elements such as rhythmic patterns, melodic patterns and form

Notation

- Use traditional and/or folksong material to learn appropriate melodic content
- Use notation to practice and perform a piece
- Use traditional and/or folksong material to learn appropriate melodic content
- Read and notate using basic rhythm values of quarter note, eighth note, half note, whole note, quarter rest, half rest and whole rest
- Begin to read and notate using rhythm values of sixteenth note

Listening and Appreciation

- Continue to develop an understanding of musical elements such as rhythmic patterns, melodic patterns and forms

Performing Arts
Drama
Grade Five

By the end of Grade Five students will:

Creative Exploration and Expression

- Take action through performing arts.

Performance

- Use performance as problem solving tool.
- Use performance within the PYP exhibition.

Technical Incorporation

- Portray a character using special effects such as make-up, wigs and costumes.
- Write a script using plot, tension, climax, resolution and performance.

Personal and Social Development

- Work to enhance the creative ideas and performance of others.

Reflection, Evaluation and Appreciation

- Develop rubrics and checklists for self, peer and group assessment.

Drama in Society

- Experience a variety of live performance.
- Identify and communicate with local performing artists.
- Understand and appreciate the roles of theater, music and/or dance practitioners and interview, research and write about careers within the performing arts.

Performing Arts
Music
Grade Five

By the end of Grade Five students will:

Performing

Singing

- Sing songs with increasing control, confidence and expression in a wide pitch range
- Sing songs from other times and cultures
- Develop the ability to sing in harmony

Playing Instruments

- Play a wide range of instruments with increasing accuracy in solo and ensemble performances
- Perform with expression, to show tempo, dynamics, texture, style and articulation
- Perform original compositions using classroom instruments and other sound sources

Creating and Composing

- Continue to describe musical elements using appropriate vocabulary
- Create music in response to a range of stimuli
- Continue to explore, create, select and organize sounds in simple musical forms
- Purposefully organize sounds in simple musical forms

Notation

- Use detailed notation to record and communicate ideas
- Use non-traditional and traditional notation to represent and record sound events and songs
- Play music using traditional and nontraditional notation

Listening and Appreciation

- Appreciate some of the varied roles of theater, music and/or dance practitioners
- Continue to develop an awareness and appreciation of music from different sources and cultures