

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

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