

The Arts at ISUtrecht including Performing and Visual Arts

The Role Play phase can span the early years. A student is in the Role play phase when the student displays any of these indicators:

- incorporate dramatic experiences to enhance units of inquiry
- value imaginary creations
- retell information about a person, event, story or rhyme.
- mimic a variety of sounds, for example, a high- pitched bird call or a low, growling roar
- act without preparation time.
- work independently with self-confidence
- talk about how they feel when creating and sharing their work
- tell the teacher or group about their favourite and least favourite part of a story, play or short film.
- discuss performing arts experiences
- sing in unison simple songs of an appropriate pitch range in their entirety and from memory.
- use classroom instruments with developing care and control.
- create sound effects to complement a story, rhyme, picture or song
- make use of music as another language for expression and communication of ideas.
- work as a group and follow directions given by hand signals, signs and/or non-traditional notation
- respond to contrasts in musical elements
- listen with growing attention
- respond to live performances from other times and/or places
- talk about ideas and feelings in response to performances
- display audience etiquette and appropriate responses
- use art to express themselves
- use a variety of different starting points for artwork including the immediate environment and their own experiences (memories, imagination and dreams)
- use different media to create and explore ideas
- produce 2- and 3-dimensional works of art.

The Experimental phase can span from kindergarten to grade 2. In the Experimental phase for Performing Arts, the student demonstrates all the following indicators:

- incorporate dramatic experiences to enhance units of inquiry
- value imaginary creations
- tell an original story.
- act out or mime a situation using props and/or costume
- follow simple stage directions
- portray a character in a given situation
- create their own endings to a performance
- convey a message using drama techniques
- improvise through dramatic action with a partner.
- understand and maintain appropriate behaviours in drama, for example, as an audience member or as a performer, respecting the personal space of others
- work cooperatively towards a common goal, taking an active part in a creative experience.
- discuss their work in groups.
- discuss experiences of performing arts and the way a story was communicated
- make connections between their own drama and that of others.
- use singing to explore concepts such as pitch, rhythm, tempo, duration, timbre and dynamic contrasts
- sing songs from signs and non-traditional notation from a variety of times and cultures.
- perform rhythmic and melodic patterns, by rote and from non-traditional notation, while maintaining a steady beat
- make choices about sounds and organize them in a way that uses basic indications of expression such as tempo, mood, dynamics, texture and timbre
- use experience and imagination to create personal compositions using the pentatonic scale as a guide
- interpret and use visual symbols to represent sounds.
- distinguish and describe how musical elements affect mood in a piece
- identify the sound sources of a number of classroom instruments and familiar orchestra instruments by name and by their orchestral families
- compare varied styles of performance from their own culture
- discuss and explain the way ideas, feelings and experiences can be communicated through performance

In the Experimental phase for Visual Arts, the student demonstrates all the following indicators:

- use sketchbooks as a reflective tool to record ideas and observations
- use a variety of media, including IT, to explore and express ideas
- produce 2 and 3-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences.
- demonstrate understanding of the proper and controlled use of art tools, materials and techniques, singly and in combination
- describe how artists working in different styles and media and in different historical periods have used the elements of art and design and/or tools, materials and techniques.
- identify the strengths and areas for improvement in their own and others' artwork

In the Early phase for Visual Arts, the student demonstrates all the following indicators:

- reflect on achievement and challenges and how they can incorporate these influences in future work
- use sketchbooks as a reflective tool to record ideas and observations
- use a variety of media, including IT, to explore and express ideas
- produce 2- and 3-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences.
- demonstrate understanding of the proper and controlled use of art tools, materials and techniques, singly and in combination
- describe how artists working in different styles and media and in different historical periods have used the elements of art and design and/or tools, materials and techniques.
- use specific art vocabulary when discussing artworks
- be aware of art in their own and different environments
- take time to reflect on their artwork
- solve artistic problems.

The Early phase can span from grade 1 to grade 3. In the Early phase for Performing Arts, the student demonstrates all the following indicators:

- value and develop imaginary creations
- transform a story into a performance.
- act out or mime a situation using a range of props, costumes and simple sets
- safely manage props, sets and costumes
- write a short script with a beginning, middle and end
- actively play a role in a short play using memorized lines from a script
- portray and sustain a character role in a given situation
- predict possible outcomes of a performance
- use performance as a problem-solving tool
- create a performance for a particular audience or purpose
- create a scene in small groups using improvisation.
- understand and maintain appropriate behaviours in drama, for example, as a performer or working as part of a team, respecting the needs of others
- encourage their peers through applause, positive criticism, praise and encouragement.
- accept criticism and build upon it
- appreciate and use the ideas of others in drama
- complete assessment tasks or activities, for example, rubrics and checklists, to evaluate performances.
- display an awareness of stories and theatrical conventions from other cultures and periods
- explain and appreciate some of the varied careers within the performing arts.
- sing with accuracy and control, focusing awareness on the musical elements of pitch, rhythm, tempo, duration and dynamics
- increase their song repertoire to include simple partner songs and continue to develop the ability to sing in harmony
- perform with others and develop an awareness of ensemble and audience
- choose and arrange sounds to create a specific mood or feeling
- perform compositions using classroom instruments and other sound sources
- use traditional and/or folk song material to learn appropriate melodic content

The Transitional phase can span from grade 3 to secondary. In the Transitional phase for Performing Arts, the student demonstrates all the following indicators:

- express and explore feelings and emotions, including those of others, through role play
- use a variety of materials to convey location and character symbolically
- script an original story and follow through to production
- find appropriate ways to take action through the performing arts.
- perform using a series of props, sets, costumes and make-up
- portray a character using special effects such as make-up, wigs and costumes
- understand the importance of appropriately incorporating props, set, make-up, costume, sound and lighting into a production
- write a script using plot, tension, climax and resolution and follow through to production
- play a character within a production with confidence, memorizing lines and complex stage directions.
- maintain an appropriate stage presence
- use performance as a problem-solving tool
- choose and use numerous formats and performance types appropriately, for example, polished musical versus improvised mime
- use persuasive techniques in body language and facial expression
- improvise sequentially, freely and immediately with confidence and imagination
- use performance within the PYP exhibition.
- understand and maintain appropriate behaviours in drama
- work to enhance the creative ideas and performances of others
- exhibit increasing self-confidence in both formal and informal performances.
- sing songs or voice parts with increasing control, confidence and expression in a wider pitch range
- sing more complex songs with increasing accuracy, including singing notes of increased intervals; singing accurate note lengths; being aware of dynamics and tempo; using appropriate singing style
- play a wide range of instruments with increasing accuracy in solo and ensemble performances
- perform expressively to show tempo, dynamics, texture, style and articulation
- create music in response to a range of stimuli
- use detailed notation to record and communicate ideas
- use notation to practise and perform a piece of music

In the Transitional phase for Visual Arts, the student demonstrates all the following indicators:

- use sketchbooks as an everyday tool to reflect, to discover and to develop personal interests, and as a source of ongoing information
- combine and use a variety of media, including IT, to explore and express ideas
- incorporate visual arts (2- and 3-dimensional) into the PYP exhibition.
- identify the elements and principles of art and design and use them in appropriate ways when producing and responding to works of art.
- compare works on a similar theme from various periods and cultures
- appreciate art as a form of communication and as an expressive language in its own right
- be aware that people have used artwork as an expression of their feelings or as a response to a situation