

OECS EDUCATION DEVELOPMENT PROJECT
(OEDP)

CREATIVE ARTS



DANCE



MUSIC



VISUAL ARTS

CURRICULUM Guide
For
Secondary Schools - Grades 7 – 9 (Forms 1-3)

Funded by the Government of
St. Vincent & the Grenadines and World Bank



TABLE OF CONTENTS

<i>Acknowledgements</i>	<i>i</i>
<i>Message from Chief Education Officer.....</i>	<i>ii</i>
<i>Foreword.....</i>	<i>iv</i>
 Introduction.....	 1
 Subject Strands.....	 3
• Attainment Targets	
• Learning Outcomes	
• Achievement Indicators	
 Strand 1.....	 5
• Music Curriculum	
 Strand 2.....	 13
• Visual Arts Curriculum	
 Strand 3.....	 20
• Drama Curriculum	
 Strand 4.....	 29
• Dance Curriculum	



ACKNOWLEDGEMENTS

The Ministry of Education wishes to acknowledge the contribution of the many individuals who participated in the development and refinement of the Creative Arts Curriculum:

Joffre Venner
Dexter Bacchus
Junior Sutherland
Donna Clarke
Alicia Culzac
Julliette Culzac
Deak Cupid
Colette Jones

Stephen Lyn
Juneitha McQueen
Sonia Nanton
Pam Ratti
Vonnie Roudette
Anne Marie Venner
David “Darkie” Williams
Hank Williams

Special thanks to Miss Delise Jones who was responsible for the typing and refining of the documents from the inception of the project to its completion. Mention must also be made of Miss Donnette Arrindel who helped to refine the Drama document for completion.



Message from the Chief Education Officer

Globalization and the knowledge economy pose numerous challenges to small island developing states. St. Vincent and the Grenadines is no exception. With the transformation of entire economies and cultures, schools are expected to keep pace, and educators have to rethink and reform the education system to grapple with these challenges by increasing access and providing opportunities for the student population to acquire skills and gain knowledge for living and production.

The curriculum is a powerful instrument through which education reform is pursued. The curriculum has to provide opportunities for personalizing learning by introducing flexibility in what is taught. It has to be relevant and engaging for all pupils. The curriculum should create learning opportunities for each child by considering the range of abilities, aptitudes and diverse backgrounds of all students. The foundation skills - literacy, numeracy and ICT are also of utmost importance but initiative, creativity and problem solving must transform the way of thinking and doing.

The new curriculum and assessment framework makes provision for new approaches and the use of innovative modalities to encourage teachers to change from traditional to interactive approaches; to foster critical thinking and problem-solving while engaging teachers in proper assessment practices which will enable them to provide evidence-based-intervention strategies for all learners.

The framework also allows practitioners to hone the latent energies and abilities of students through the Design and Technology, Physical Education and Creative Arts curricula. This, it is hoped, will provide future citizens with skills and knowledge to be employable, competitive, self-sufficient and to increase civic and democratic responsibility.

Through the use of the curriculum, from Kindergarten to Grade 9, the education received will determine the citizens' capacity to prosper and to help the economy to bloom.

The new thrust to introduce teachers' guides into schools strengthens the initiative to provide the appropriate resources to allow teachers to implement all programmes of learning. I urge teachers to make maximum use of these resources so that the nation's children will continue to benefit from the opportunities provided in all classrooms.

Susan Dougan

Susan Dougan
Chief Education Officer

FOREWORD

The phased introduction of Universal Secondary Education (USE), completed in 2005, highlighted the need for appropriate curricula to meet the varying needs and interests of the increased, more diverse student population entering secondary schools.

USE led to a further fragmentation of the current curricula as different secondary schools adopt different coping strategies to meet their diverse students' needs.

Hence for USE to be deemed effective there was an urgent need for the Government of St. Vincent and the Grenadines and in particular the Ministry of Education to provide a uniform curriculum framework for all secondary schools, thus providing more equitable access for all.

The Education Act of 1992 and the ESDP (2002-2007), sought to address these issues by providing for the development of a National Curriculum and Assessment Framework (NCAF), which provides flexibility for schools to customize the curriculum, subject to policy requirements, to best meet the needs of their students.

This National Framework, developed through a wide-ranging consultative process and participatory methodologies, led to the development of National Curriculum Programmes of Learning (POLs) and Teachers Guides in nine (9) subject areas: *Creative Arts (Dance, Art, Drama and Music), Design and Technology, Foreign Languages (French and Spanish), Health and Family Life Education, Language Arts, Mathematics, Physical Education and Sports, Science and Social Sciences.*

These Programmes of Learning seek to raise the performance and standards of teachers and students by providing Attainment Targets and basic Learning Outcomes and Achievement Indicators that ALL students are expected to achieve.

The *Attainment Targets* describe what each student should know, be able to do and the desirable attitudes they should display.

The *Learning Outcomes* are derived directly from the Attainment Targets. They indicate the basic depth and breadth of what students should know, be able to do, and the desirable attitudes they should demonstrate.

The *Achievement Indicators* state what the students should know, be able to do and the values and attitudes they must display in order that the teachers and students can know that a Learning Outcome has been achieved.

The Teachers' Guides are designed to enable ALL students to achieve the national goals for secondary education. They aim to illustrate the integration of teaching, learning and assessment.

Each Guide has been designed to suit the particular needs of each subject area. Furthermore, the Guides include sample lesson plans, assessment strategies, activities and the major resources/materials needed to effectively deliver the programmes. These documents should therefore serve as a guide for the development of instructional programmes to be implemented at the classroom level.

These Guides should therefore provide opportunities for the enhancement of teaching and learning at the classroom level and so contribute to the cognitive, affective and psychomotor development of the child.

The teacher, the main user of these Guides is envisaged as someone who:

- Plans for teaching according to different learning styles and needs of his/her students
- Is flexible and creative
- Is knowledgeable of the subject he/she teaches.

The teacher of the NCAF is therefore someone who is confident in the delivery of the subject matter.

At the Ministry of Education, we are confident that these Guides will significantly enhance teaching and learning in secondary schools and eventually contribute towards the achievement of school graduates who are:

- Literate and numerate in all domains
- Capable of sound moral and ethical judgments
- Confident and emotionally secure
- Capable of working independently and cooperatively

Creative Arts – Curriculum Guide for Secondary School Grades 7 – 9 (Forms 1 -3)

- Lifelong learners
- Hardworking with positive work ethics
- Knowledgeable and appreciative of their creative and artistic expressions

It is our hope that principals and teachers continue to play their roles in ensuring that these Guides are used for the enhanced development of the Nation's children as we work together to produce better citizens in St. Vincent and the Grenadines.

D. Bacchus

Deborah Bacchus (Mrs.)
Senior Education Officer - Curriculum

1 INTRODUCTION

The National Curriculum for Creative Arts encompasses a framework for the teaching of Music, Visual Arts, Drama and Dance.

“The Creative Arts hold exciting possibilities for individual and group discovery, for innovations, for intellectual, for the creative imagination. As such they entice all children and some adults who have not given in to the catastrophic conditioning that they are not creative. The Creative Arts have been proven to facilitate learning in other subject areas and can be used to teach all subjects effectively”. (Vonnie Roudette at Art Festival, 2008)

TABLE 1 - EDUCATION STAGES

Creative Arts – Curriculum Guide for Secondary School Grades 7 – 9 (Forms 1 -3)

Education Stages (ES)	Students Ages (Years)	Approximate Grade/Form
ES 1	5 years – 7/8 years	Grades K – 2
ES 2	8 years –11/12 years	Grades 3 - 6
ES 3	12 years – 14/15 years	Grade 7 – 9 (Forms 1 - 3)
ES 4	15 years – 16/17 years	Grade 10 – 14 (Forms 4 – 5)

The Curriculum also includes the following elements:-

- Subject Strands
- Attainment Targets
- Learning Outcomes
- Achievement Indicators

SUBJECT STRANDS

The Subject Strands are the major branches into which the subject area is divided. Supporting each strand are the Attainment Targets, Learning Outcomes and the Achievement Indicators.

ATTAINMENT TARGETS

The Attainment Targets are the content standards to which the students should be focused. They are:-

Creative Arts – Curriculum Guide for Secondary School Grades 7 – 9 (Forms 1 -3)

- A package of subject strands for managing the curriculum.
- Aligned with the National Guides and Development Outcomes.
- Used to describe what each student should know, be able to do, and the desirable attitudes that should be displayed.
- The standards that should be displayed at the end of the period of compulsory schooling
- The same from grade to grade and Education Stage to Education Stage.
- Measured against the Learning Outcomes
- Interrelated, cumulative and interdependent

The purposes served by the Attainment Targets are:

- To ensure the articulation of the National Curriculum Goals
- To ensure alignment with Development Goals and the Vision of the graduate at the end of universal schooling.
- To improve teaching and learning for students in all schools.

LEARNING OUTCOMES

Learning Outcomes are the students' performance standards. They:-

- Are derived directly from the Attainment Targets for measurement purposes.

Creative Arts – Curriculum Guide for Secondary School Grades 7 – 9 (Forms 1 -3)

- Indicate for each subject strand the agreed basic depth and breath of what students should know, be able to do and the desirable attitudes they should demonstrate or display during and at the end of the Education Stage.
- Measure a student's increasing performance against the Attainment Targets for the subject in the Education Stage.

The **purposes** of the Learning Outcomes are:

- To ensure the integration of teaching learning and assessment in the subject area.
- To ensure alignment between assessment and the expected outcomes for learning across the curriculum.
- To measure a student's achievement of the Attainment Targets

ACHIEVEMENT INDICATORS

Achievement indicators are the specific expectations used for measuring students' performance against the Learning Outcomes. They are the success criteria, which measure each student's performance at each grade/level of the Education Stage.

Strand 1 MUSIC



SUBJECT: CREATIVE ARTS**EDUCATION STAGE: THREE (3)****STRAND: 1– MUSIC**

ATTAINMENT TARGET: Students would be able to demonstrate knowledge and skills to create, interpret and present different work in each art form.

We will know that the learner has achieved this Attainment Target when s/he can	THEME 1: Creating, Interpreting & Presenting			
	GRADE 7/FORM 1		GRADE 8/FORM 2	
	Learning Outcomes	Achievement Indicators	Learning Outcomes	Achievement Indicators
	Create, interpret and perform rhythmic and melodic scales/patterns using recorders xylophone, drums and voice	<ol style="list-style-type: none"> 1. Identify semitones and tones 2. Construct and play scales of D and B flat major 3. Produce high, low, long, short, loud and soft sounds on instruments 4. Play simple rhythmic and melodic patterns by ear, by reading 	Create, interpret and perform 4 to 8 measures rhythmic and melodic exercises using recorders, pianica, xylophone, drums and voice	<ol style="list-style-type: none"> 1. Construct and play scales of A and E flat major 2. Read and perform simple notation in simple duple, triple and quadruple time 3. Compare simple rhythmic patterns using simple duple, triple and quadruple time 4. Identify different musical signs, symbols and terms

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 1– MUSIC

ATTAINMENT TARGET: Students would be able to demonstrate knowledge and skills to create, interpret and present different work in each art form.

We will know that the learner has achieved this Attainment Target when s/he can	THEME 1: Creating, Interpreting & Presenting	
	GRADE 9/FORM 3	
	Learning Outcomes	Achievement Indicators
	Create, interpret and perform 8 to 16 measures rhythmic and melodic exercises using recorders, pianica, xylophone, drums and voice	<ol style="list-style-type: none"> 1. Read and perform simple notation in compound duple, triple and quadruple time 2. Compare simple rhythmic patterns using compound duple, triple and quadruple time 3. Identify different musical signs, symbols and terms essential for the RSM Grade 3 level 4. Construct and play the A minor scale 5. Construct and play scales E and A flat major

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 1– MUSIC

ATTAINMENT TARGET: Students should be able to demonstrate personal and interpersonal skills through individual and group participation in arts and cultural activities

We will know that the learner has achieved this Attainment Target when s/he can	THEME 2: Participating & Collaborating			
	GRADE 7/FORM 1		GRADE 8/FORM 2	
	Learning Outcomes	Achievement Indicators	Learning Outcomes	Achievement Indicators
	Participate in personal and group activities that illustrate the essential elements of the RSM Grade 2 equivalent	<ol style="list-style-type: none"> 1. Perform part playing in groups 2. Compose rhythmic and melodic pieces using simple duple, triple and quadruple time individually and in groups 3. Perform in ensemble using different styles e.g. reggae, calypso, soca, R & B etc 	Participate in personal and group activities that illustrate the essential elements of RSM Grade 3 equivalent	<ol style="list-style-type: none"> 1. Perform part playing in groups 2. Compose rhythmic and melodic pieces using simple duple, triple and quadruple time individually and in groups 3. Perform in ensemble using different musical styles e.g. reggae, calypso, soca, R & B etc 4. Perform the scales individually and in groups

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 1 – MUSIC

ATTAINMENT TARGET: Students should be able to demonstrate personal and interpersonal skills through individual and group participation in arts and cultural activities.

We will know that the learner has achieved this Attainment Target when s/he can	THEME 2: Participating & Collaborating	
	GRADE 9/FORM 3	
	Learning Outcomes	Achievement Indicators
	Participate in personal and group activities that illustrate the essential elements of RSM Grade 3 equivalent	<ol style="list-style-type: none"> 1. Perform part playing in groups 2. Compose rhythmic and melodic pieces using compound duple, triple and quadruple time individually and in groups 3. Perform in ensemble using different musical styles e.g. reggae, calypso, soca, R & B etc 4. Perform the scales individually and in groups 5. Research and present the in which the different festivals contribute to the economy 6. Present findings on the different types of careers in music

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 1– MUSIC

ATTAINMENT TARGET: Students should be able to analyse and use multiple forms of communication and expression in arts and culture

We will know that the learner has achieved this Attainment Target when s/he can	THEME 3: Expressing and Communicating			
	GRADE 7/FORM 1		GRADE 8/FORM 2	
	Learning Outcomes	Achievement Indicators	Learning Outcomes	Achievement Indicators
	Interpret and analyse different musical concepts through listening composing and performing	<ol style="list-style-type: none"> 1. Respond in various ways to musical elements 2. Listen and identify musical elements 3. State the characteristics of different musical elements and genres 4. Identify a variety of musical instruments used in different musical genres 	Collect, analyse, classify different genres into portfolios	<ol style="list-style-type: none"> 1. Identify at least three main characteristics of various music genres 2. Classify styles of pieces 3. Orally analyse pieces 4. Discuss the impact of different genres on culture

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 1 – MUSIC

ATTAINMENT TARGET: Students should be able to analyse and use multiple forms of communication and expression in arts and culture

We will know that the learner has achieved this Attainment Target when s/he can	THEME 3: Expressing and Communicating	
	GRADE 9/FORM 3	
	Learning Outcomes	Achievement Indicator
	Collect and compare the characteristics of different music genres	<ol style="list-style-type: none"> 1. Identify differences and similarities of various music genres 2. Orally analyse pieces 3. Discuss how characteristics of different genres are shared among different cultures 4. Compare the impact of different music genres on a people and their society 5. Discuss the different components of a well- established music industry

Strand 2

VISUAL ARTS



SUBJECT: CREATIVE ARTS**EDUCATION STAGE: THREE (3)****STRAND: 2 – VISUAL ARTS**

ATTAINMENT TARGET: Students would be able to demonstrate knowledge and skills to create, interpret and present different work in each art form.

THEME 1 : CREATING, INTERPRETING & PRESENTING		
Grade 7/Form 1		
We will know that the learner has achieved this Attainment Target when s/he can	Learning Outcomes	Achievement Indicators
	<ul style="list-style-type: none"> • Demonstrate oral, visual and written research skills. • Be able to recognize basic elements in visual images • Be evidently aware of visual language as a carrier of information and able to site visual references. • Be aware of the different fields of art and design and related professions. 	<ul style="list-style-type: none"> • Aware of function of drawing • Drawing to convey information/character of objects. • Understanding of different styles of drawing and their expressive elements. (e.g. graffiti/cartoon/diagrams/plans/annotated/observational drawing/drawing as process). • Colour mixing to identify expressive/symbolic nature of colour. • Understand difference between primary and secondary research sources.

Creative Arts – Curriculum Guide for Secondary School Grades 7 – 9 (Forms 1 -3)

	<p>Grade 8/Form 2</p> <ul style="list-style-type: none"> • Have knowledge of basic art movement/styles /areas of Caribbean art. • Be aware of the importance of the arts in daily life. • Be clear about how the formal elements translate into all fields of art and designs. • Create visual images to communicate ideas and information. • Understand the difference between the mass produced image/fine art/function design. • Explore the relationship between movements in visual arts, music and the literary arts • Media experimentation and understanding. • Access original ideas through research. Ability to incorporate research into work. Draw on information from other subject areas, social sciences, history etc. Cross-curricular linkages strengthened. • Introduction to cultural art forms, carnival mas, costume and mask design. Basic individual design projects.
--	---

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 2 – VISUAL ARTS

ATTAINMENT TARGET: Students would be able to demonstrate knowledge and skills to create, interpret and present different work in each art form.

	THEME 1 : CREATING, INTERPRETING & PRESENTING	
	Grade 9/Form 1	
	Learning Outcomes	Achievement Indicators
	<ul style="list-style-type: none"> • Recognize and use formal elements of art and design, including composition. • Have basic materials' understanding-through experimentation with clay, collage, frottage, paper mache, model making etc. • Be able to apply balanced critical attitude to the production and evaluation of their own artefacts • Demonstrate research skills and utilising information into own project work. • Understand art forms within social and historical context. • Understand the influences in Caribbean art within historical context. • Demonstrate basic drawing skills – from observation. • Understand different functions of drawing. • Awareness of all areas of art and design and related professions. 	<ul style="list-style-type: none"> • Work to develop culturally appropriate meaning and content. • Use drawing to work out solutions through process. • Understand the role of research and demonstrate clear research methods. • Work shows evidence of personal qualities. • Show common threads of process, investigation. Context, design, production evaluation, recording and media representation underlying fine art, expressive, craft and design processes. • Appropriate media selection according to task. • Ability to observe and record contrast, tone, shape, proportion, surface texture through observational drawing. • Recognition of effective use of formal elements in examples of art and design. • Understands basic elements of pattern language in natural and man-made environment.

We will know that the learner has achieved this Attainment Target when s/he can

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 2 – VISUAL ARTS

ATTAINMENT TARGET: Students should be able to demonstrate personal and interpersonal skills through individual and group participation in arts and cultural activities

We will know that the learner has achieved this Attainment Target when s/he can	THEME 2 : PARTICIPATING AND COLLABORATING	
	Grade 7/Form 1	
	Learning Outcomes	Achievement Indicators
	<ul style="list-style-type: none"> • Share research information in small groups • Understand importance of collaboration within context of art, design and other cultural forms 	<ul style="list-style-type: none"> • Able to find out and share information with others, learn from efforts and research of peers. • Begin to comprehend relationships of survival in living ecosystems as well as community.
	Grade 8/Form 2	
	<ul style="list-style-type: none"> • Interact productively with peers on group projects 	<ul style="list-style-type: none"> • Confidence in expression, input into group projects. • Participation in competitions local and regional, mural painting, group/school exhibitions.
	Grade 9/Form 3	
	<ul style="list-style-type: none"> • Relate above experiential learning to respond to and perceive art and design work • Be more tolerant and resourceful in appraising unfamiliar imagery • Demonstrate open-minded approach to the ideas of others. 	<ul style="list-style-type: none"> • Able to discuss and identify the work of selected Caribbean visual artists. • Work on group environmental art project that can apply to locally community, mural painting.

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 2 – VISUAL ARTS

ATTAINMENT TARGET: Students should be able to analyse and use multiple forms of communication and expression in arts and culture

We will know that the learner has achieved this Attainment Target when s/he can	THEME 3 : EXPRESSING AND COMMUNICATING	
	Grade 7/Form 1	
	Learning Outcomes	Achievement Indicators
	<ul style="list-style-type: none"> • Be able to verbally articulate personal interests and influences 	<ul style="list-style-type: none"> • Question and show interest in art and design as it relates to own environment
	Grade 8/Form 2	
	<ul style="list-style-type: none"> • Be able to show evidence of weighing and balancing various factors in the process of critical activity before coming to judgement 	<ul style="list-style-type: none"> • Critically analyse the art work using the visual vocabulary. • Understand social and creative influences on artists and designers.
	Grade 9/Form 3	
	<ul style="list-style-type: none"> • Be confident in expressing opinions and justifying them relative to a wide range of art and design. Comparatively analyse styles of art using visual language. • Assess aesthetic value and functional performance of a design. 	<ul style="list-style-type: none"> • Visit from practicing professional artists and crafts people. • Analysis of various artworks, from aesthetic, social and historical perspectives using visual language. • Demonstrate research skills-written, oral, visual. • Interpret subject/object/art form different perspectives. • Describe content and meaning in own and other images and art works



Strand 3

DRAMA



SUBJECT: CREATIVE ARTS**EDUCATION STAGE: THREE (3)****STRAND: 3– DRAMA**

ATTAINMENT TARGET: Students would be able to demonstrate knowledge and skills to create, interpret and present different work in each art form.

	THEME 1: Creating, Interpreting & Presenting			
	GRADE 7/FORM 1		GRADE 8/FORM 2	
	Learning Outcomes	Achievement Indicators	Learning Outcomes	Achievement Indicators
We will know that the learner has achieved this Attainment Target when s/he can	1. Have complete control of all body parts and voice. 2. Show that s/he can isolate and combine movement/ sound to make a wholesome presentation.	1. Show that they understand and could demonstrate the meaning of terms such as: Intonation, Articulation and Projection. 2. Show that they could manoeuvre the body within a certain size box (space) and be able to experiment with body positions. 3. Show awareness and understanding of the difference between movement and stillness, and how these differences could effectively create contrasts in drama.	1. Show that they are familiar with local, regional and international cultural forms. 2. Be able to do research, write, and present scripts based on given themes or from their own creative ideas.	1. Be knowledgeable about festival, celebrations, rituals ... e.g. carnival, masquerade, flower festivals, religious rites 2. Be knowledgeable about Caribbean folklore, myths, legends, and be able to write scripts based on these. 3. Be able to define theatre in relation to their own experiences and use those experiences to create/formulate works for the Theatre.
		4. Show that they know the basic body movements and are aware of how to use these basic movements to enhance the drama. 5. Have a knowledge of basic dance positions that can assist with presenting different types of plays.		5. Identify differences and similarities between aspects of National festivals, National cultures ... (SVG and Grenada J'ouvert). 6. Know the history of Drama and Theatre by starting with the Ancient Greek, Roman, English, Italian Opera and Caribbean Theatre.

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 3– DRAMA

ATTAINMENT TARGET: Students would be able to demonstrate knowledge and skills to create, interpret and present different work in each art form.

1. Know elements of theatre and stage and be able to demonstrate in performances 2. Be able to critique a production identifying conflict, characters, setting, rhythm, theme and structure	THEME 1: Creating, Interpreting & Presenting	
	GRADE 9/FORM 3	
	Learning Outcomes	Achievement Indicators
	1. Demonstrate that they have a good understanding of, and ability to comment extensively on the various aspects of Theatre and Drama. 2. Show that they have acquired the competence to utilize the several elements of Theatre in a production and/or a presentation.	1. Show sound knowledge of the elements of Drama, Theatre and Stagecraft. 2. Be able to incorporate and demonstrate that knowledge of, elements of drama, theatre and stagecraft, in a performance or presentation. 3. Show understanding of how to effectively use stage and body positions in relation to the audience. 4. Show understanding of the status of the actor in a particular scene relative to that actor's position on stage. 5. Be able to do oral and written critique of a production, identifying such factors as conflict, characters, setting, rhythm and pace, theme and structure.

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 3– DRAMA

ATTAINMENT TARGET: Students would be able to demonstrate personal and interpersonal skills through individual and group participation in arts and cultural activities

	THEME 2: Participating & Collaborating			
	GRADE 7/FORM 1		GRADE 8/FORM 2	
	Learning Outcomes	Achievement Indicators	Learning Outcomes	Achievement Indicators
	<p>1. Use body mechanics to produce proper and appropriate gestures in a given situation.</p> <p>2. Be able to use those gestures to depict given character, based on themes from life.</p> <p>3. Be able to demonstrate his/her physical potential and ability in creating “mood” in a given situation.</p>	<p>1. Be able to use their body and facial muscles to express a variety of emotions associated with a given character in a given situation.</p> <p>2. Show a firm willingness to experiment with creative ideas on using body shapes and positions for speech/with speech.</p> <p>3. Show a clear understanding of the dramatic effects of the contrasts between movement/sound and stillness.</p> <p>4. Be able to select sounds and music, and suggest lighting designs for the enhancement of the mood of a specific situation or scene in a play.</p> <p>5. Be able to do oral and written critique of a viewed performance.</p>	<p>1. Show that they could make group presentations out of research done on any cultural form or festival using the costumes, dances, mimes et cetera of the selected cultural form.</p> <p>2. Create characters (and characterisations) consistent with the nature of that cultural form.</p> <p>3. Show that they understand the importance of group work in Drama and in Life generally.</p>	<p>1. Do oral and written reports individually and in groups on specified cultural forms.</p> <p>2. Be set Designers, Property (pro) Managers, Stage Managers, Costume Designers and Makers, Director and other crew members.</p> <p>3. Make full presentation of prepared reports and formulate scripts based on the contents of the said reports (the performance medium could be used here).</p>

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 3 – DRAMA

ATTAINMENT TARGET: Students should be able to demonstrate personal and interpersonal skills through individual and group participation in arts and cultural activities.

We will know that the learner has achieved this Attainment Target when s/he can	THEME 2: Participating & Collaborating	
	GRADE 9/FORM 3	
	Learning Outcomes	Achievement Indicators
	<ol style="list-style-type: none"> 1. Show the ability to use selected text from Literature classes to formulate plays for presentation. 2. Display the ability to prepare and present a written commentary on an already published statement, whether verbal or written. 	<ol style="list-style-type: none"> 1. Analyse and interpret written text and create a script for presentation. 2. Select appropriate sound/or music to be used in making a presentation. 3. Show improved/increased tendency to work with lights, sets, costume, make up. 4. Show ability to “Block” the play.

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 3– DRAMA

ATTAINMENT TARGET: Students should be able to analyse and use multiple forms of communication and expression in arts and culture.

	THEME 3: Expressing and Communicating			
	GRADE 7/FORM 1		GRADE 8/FORM 2	
	Learning Outcomes	Achievement Indicators	Learning Outcomes	Achievement Indicators
We will know that the learner has achieved this Attainment Target when s/he can	Display the ability to use motif(s) from gestures and/or other similar visual stimulants to create character and patterns of movement sequences.	<ol style="list-style-type: none"> 1. Do dramatisation through use of mime, tableau and improvisation. 2. Do dramatic presentations and have them rated by teachers and peers 3. Do written exercises on selected cultural topics. 4. Write and perform in dialogue and/or monologue. 	<ol style="list-style-type: none"> 1. Display the ability to observe and discuss the effects of a variety of rhythms, sounds and music on mood, feelings and atmosphere in a selected performance. 2. Show that they understand and could highlight conflict(s). 3. Show that they have a reasonable knowledge of the use of the stage/stage craft and could offer acceptable demonstrations of that knowledge. 	<ol style="list-style-type: none"> 1. Display the ability to prepare scripts using all the elements of Theatre e.g. acting, dance, mime, music. 2. Stage a theatrical presentation based on the development of their own creative insights and efforts. 3. Show that they understand meaning of terms such as <i>blocking, masking, status</i> and other terms of the <i>Acting</i> and <i>Directing Lingo</i>, and have retained the knowledge of stage positions et cetera.

SUBJECT: CREATIVE ARTS**EDUCATION STAGE: THREE (3)**

STRAND: 3 – DRAMA

ATTAINMENT TARGET: Students should be able to analyse and use multiple forms of communication and expression in arts and culture.

We will know that the learner has achieved this Attainment Target when s/he can	THEME 3: Expressing and Communicating	
	GRADE 9/FORM 3	
	Learning Outcomes	Achievement Indicators
	<ol style="list-style-type: none"> 1. Present group work and scenarios and do self and group analysis ... 2. Communicate ideas and feelings about Drama through physical and verbal expressions, dialogue and vocabulary. 	<ol style="list-style-type: none"> 1. Do improvisational skits and plays using a combination of verbal and body language. 2. Participate in Group discussions about Drama and Theatrical activities and make the connection between these activities and every day life. 3. Show understanding of the importance/working of group dynamics in problem-solving. 4. Present scenarios through the use of Dance, Mime and Tableau.

Creative Arts – Curriculum Guide for Secondary School Grade 7 – 9 (Form 1 -3)



Funded by the Government of St. Vincent and the Grenadines/World Bank



Strand 4

DANCE



SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 4– DANCE

ATTAINMENT TARGET: Students would be able to demonstrate knowledge and skills to create, interpret and present different work in each art form.

We will know that the learner has achieved this Attainment Target when s/he can	THEME 1: Creating, Interpreting & Presenting			
	Grade 7/FORM 1		Grade 8/FORM 2	
	Learning Outcomes	Achievement Indicators	Learning Outcomes	Achievement Indicators
	Understanding the body as an instrument for communicating ideas and the development of rhythmic patterns	<ol style="list-style-type: none"> 1. Identify words that the body can use to describe a movement or situation 2. Demonstrate these words using either a part of the body or the whole body 3. Develop rhythmic patterns from the words identified and combine them to produce a dance 	Introduction to the different styles of dance for example ballet, modern, ballroom, folk.	<ol style="list-style-type: none"> 1. Discuss the different styles of dance and their origin 2. Discuss how modern dance differs from ballet 3. Describe some features of the different dance styles 4. Demonstrate some of these features

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 4– DANCE

ATTAINMENT TARGET: Students would be able to demonstrate knowledge and skills to create, interpret and present different work in each art form.

We will know that the learner has achieved this Attainment Target when s/he can	THEME 1: Creating, Interpreting & Presenting	
	Grade 9/FORM 3	
	Learning Outcomes	Achievement Indicators
	Understand the role of the Arts in various societies	<ol style="list-style-type: none"> 1. Understand the importance of the Arts in daily life 2. Develop an awareness of different cultures and their customs 3. Discuss the differences and similarities of various cultures, for example food, dress, music, dance and custom 4. Discuss the impact of one culture on another culture 5. Identify the dances of other cultures 6. Identify the main features of one dance in at least four countries 7. Combine nine of the features identified into movement sequence

SUBJECT: CREATIVE ARTS**EDUCATION STAGE: THREE (3)****STRAND: 4– DANCE**

ATTAINMENT TARGET: Students should be able to demonstrate personal and interpersonal skills through individual and group participation in arts and cultural activities

We will know that the learner has achieved this Attainment Target when s/he can	THEME 2 Participating & Collaborating			
	Grade 7/FORM 1		Grade 8/FORM 2	
	Learning Outcomes	Achievement Indicators	Learning Outcomes	Achievement Indicators
	Explore movements through creative inspiration	1.Discover new movements through improvisation 2.Develop movement vocabulary for dance making 3.Demonstrate movement explored 4.Combine movements, explored by themselves and other individuals, into a movement phrase	Compare the theories of Rudolf Von Laban and Franciøse Delsarte	1.Distinguish the difference between the theories of Rudolf Von Laban and Franciøse Delsarte 2.Discuss the success of Laban’s movement in the classroom 3.Identify the features of both Laban’s and Delsarte’s movements 4.Group presentations on the approaches of both theorists to movement

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 4 – DANCE

ATTAINMENT TARGET: students should be able to analyse and use multiple forms of communication and expression in arts and culture

We will know that the learner has achieved this Attainment Target when s/he can	THEME 2: Participating and Collaborating	
	Grade 9/FORM 3	
	Learning Outcomes	Achievement Indicators
	Understand the stages in dance development	<ol style="list-style-type: none"> 1. Understand the creative process in dance 2. Discuss the stages in dance development 3. Apply their understanding of the different compositional forms in their dance creation for example AB, ABA, Canon, rondo etc. 4. Perform the finished product to their peers or at public events

SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 4 – DANCE

ATTAINMENT TARGET: Students should be able to analyse and use multiple forms of communication and expression in arts and culture

We will know that the learner has achieved this Attainment Target when s/he can	THEME 3: Expressing and Communicating			
	Grade 7/FORM 1		Grade 8/FORM 2	
	Learning Outcomes	Achievement Indicators	Learning Outcomes	Achievement Indicators
	Understand the similarities between movement and music	<ol style="list-style-type: none"> 1. Recognise patterns of various musical pieces 2. Perform movements to a particular piece of music identifying different time signature 3. Design a dance phrase with the rhythmic patterns of $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$ 4. Demonstrate and discuss the various dance moves as they relate to different genre 	Analyse and compare the techniques of the early pioneers in modern dance	<ol style="list-style-type: none"> 1. Debate the work of the early pioneers in modern dance 2. Discuss the techniques of at least three modern dance pioneers 3. Analyse the features of the dance technique of three pioneers 4. Combine at least four of the features analysed into a dance sequence

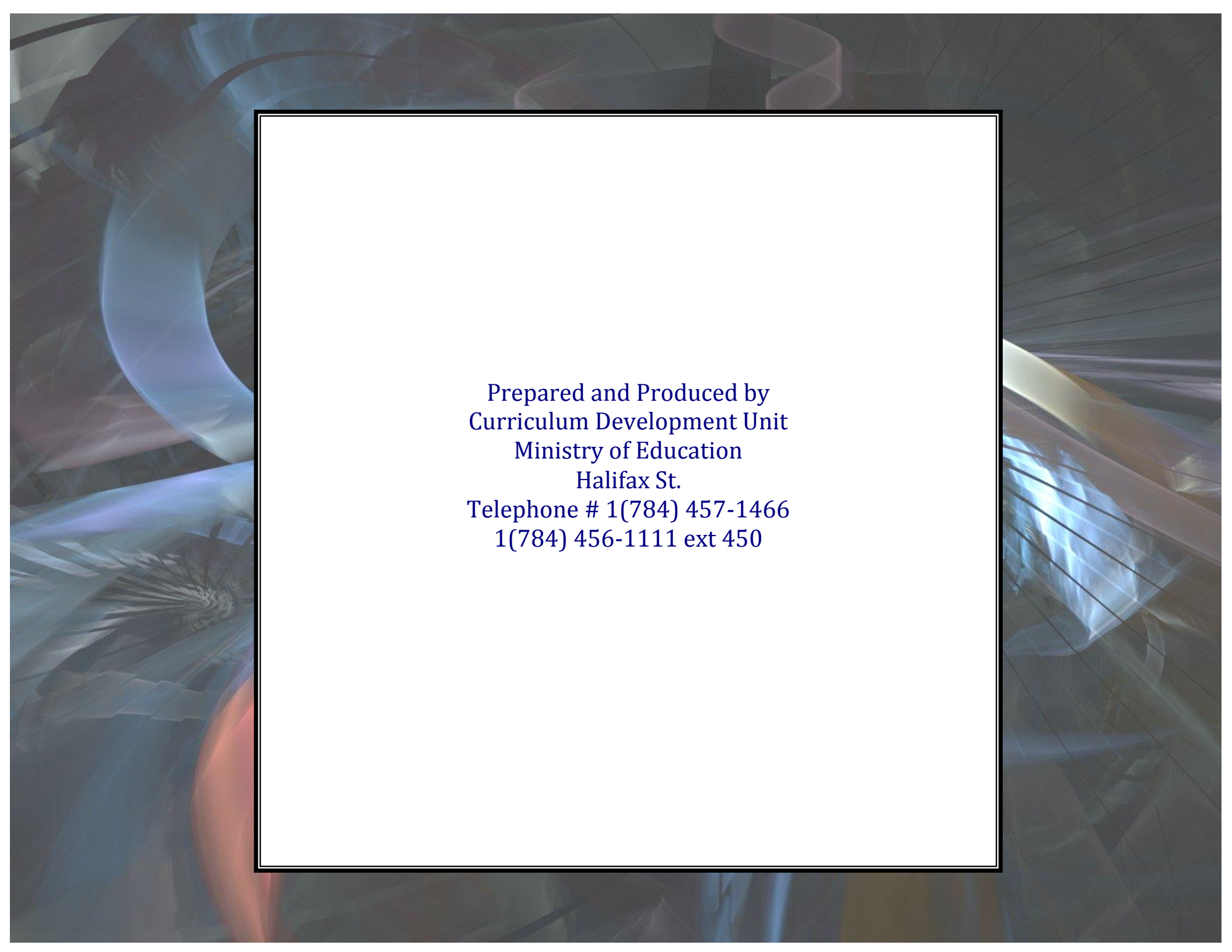
SUBJECT: CREATIVE ARTS

EDUCATION STAGE: THREE (3)

STRAND: 4 – DANCE

ATTAINMENT TARGET: Students should be able to demonstrate personal and interpersonal skills through individual and group participation in arts and cultural activities.

We will know that the learner has achieved this Attainment Target when s/he can	THEME 3: Expressing and Communicating	
	Grade 9/FORM 3	
	Learning Outcomes	Achievement Indicators
	Evaluate a dance performance	<ol style="list-style-type: none"> 1. Analyse a live dance performance 2. Identify and discuss the characteristics of the dance movements executed in a pre-recorded dance performance 3. Examine the relationship between the dancer and the audience 4. Discuss whether the dancer was effective in giving clarity to the idea of the Composer



Prepared and Produced by
Curriculum Development Unit
Ministry of Education
Halifax St.
Telephone # 1(784) 457-1466
1(784) 456-1111 ext 450