

The Public Schools of Brookline
Performing Arts Learning Expectations
Grades 5-8

Introduction

The Public Schools of Brookline is an educational community that engages students in comprehensive and challenging opportunities in the performing arts. The school district provides essential resources including highly qualified faculty, instructional time during the school day, instructional materials, equipment and appropriate facilities. It is a place where students are highly encouraged to develop their capacities in the performing arts. Upon graduation from the elementary level, students are developing the ability to live in and contribute to a diverse global community in which the performing arts play a vital role in creating cultures and building civilizations.

Learning Expectations

- 1. Performing:** Students will apply skills in singing, reading music, playing instruments and acting to interpret and share existing music and dramatic work.
- 2. Reading and Notating:** Students will learn to use and apply visual representations for the sounds they hear, both traditional and invented. Students will read dramatic scripts and identify dramatic elements from different cultures and historical periods.
- 3. Listening:** Students will demonstrate their ability to critically respond with understanding when they describe, analyze and interpret their own music and dramatic writing, and the music and dramatic writing of others.
- 4. Creating:** Students will learn to use the symbolic language, materials and techniques found in music and drama to create musical and dramatic works. Expectations in this area are grouped by grade span because skill development in this area is more gradual than in other areas, where expectations may be “grade specific.”
- 5. Connecting:** Students will demonstrate understanding of their artistic heritage through investigation of the historical and cultural contexts of music and drama. Students will demonstrate knowledge of music and drama in their community, and apply knowledge of music and drama in the study of other disciplines. Expectations in this area span multiple grades as connecting the performing arts to other areas is less delineated by student development (i.e. students can make meaningful connections to other areas at any grade).

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Performing: Students will apply skills in singing, reading music, playing instruments and acting to interpret and share music and dramatic works that already exists, including their own.

	5	6	7 - 8 (Music)	7 – 8 (Drama)	
General Students Demonstrate	- Ability to maintain a steady pulse alone and within a large ensemble - Ability to perform with beginning intonation, blend, dynamics, rhythmic precision, appropriate phrasing and articulation - Ability to follow and respond to the conductor - Ensemble decorum	- Ability to maintain a steady pulse alone and w/in a large ensemble - Ability to perform w/proper intonation, blend, dynamics, tone quality, rhythmic precision, and phrasing - Ability to follow and respond to conductor - Ensemble decorum	- Ability to perform with steady pulse - Ability to perform with proper intonation, blend, dynamics, tone quality, rhythm and phrasing - Ability to follow & respond to the gestures of the conductor - Ensemble decorum	7th - Extensive use of improvisation exercises - Demonstrate acting skills by presenting a memorized monologue	8th - Extensive use of improvisation exercises - Demonstrate acting skills while interacting with other actors in a scripted scene
Singing Students Demonstrate	- Proper singing posture - Developing ability to hold a part in a homophonic and polyphonic 2 and 3 part songs (beginning); - Ability to use echo singing with full range, using Curwan hand signs	- Ability to perform songs in unison, 2 parts and 3 parts (developing) - Ability to identify and demonstrate proper breathing, posture, diction, vowel formation, facial expressions - Developing ability to sing scales using solfege and Curwan hand signs (major scale, la-based minor scale)	- Ability to perform songs in unison, 2 parts and 3 parts (established) - Ability to identify and demonstrate proper breathing, posture, diction, vowel formation, facial expressions - Ability to sing scales using solfege and Curwan hand signs (major scale, la-based minor scale) - Ability to participate and perform audition repertoire for MMEA Junior District audition, including sight-singing	Demonstrate acting skills through appropriate use of vocal projection, inflection, and articulation during performance activities including monologues, scenes and improvisations	Demonstrate acting skills by control of vocal projection, inflection and articulation to define a character

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<u>Playing</u> Students Demonstrate	- Continuation of full band/ orchestra experience, including longer, more challenging repertoire - Introduction of after-school lessons for band and string instruments - Ability to perform scale for 1 octave; proper posture, bow control, breath control, tonguing, and hand position - Ability to perform rhythms up through 8th notes	- Full band/string orchestra participation - Introduction to town-wide band and jazz band - Ability to perform as a soloist (project) - Proper posture, bow control, hand position, breath control, tonguing - Ability to perform rhythms up through 8th notes - Ability to perform music of increasing difficulty, length and range	- Continued participation in town-wide band and jazz band - Ability to perform as a soloist at the level of MMEA Junior District Festival audition, including sight-reading - Proper posture, bow control, hand position, breath control, tonguing - Ability to perform rhythms up through 16th notes - Ability to perform music of increasing difficulty, length and range	- Work safely to select, create and use technical elements - Identify and explain beginning tech theatre vocabulary - Identify three major types of stages (thrust, proscenium and arena)	- Select, create and use two of the following elements: lighting, scenery, costumes or sound to show environments and suggest characters - Recognize that theatre may occur in unique environments and physical structures
<u>Moving</u> Students Demonstrate	- Ability to use the body to demonstrate musical qualities including phrase, texture, tempo and dynamics - Ability to utilize folk dance terminology independently	Not applicable	Not applicable	- Demonstrate acting skills through control of movement, gestures, and placements on stage - Demonstrate knowledge of areas of stage	Demonstrate acting skills by movement and gestures using motivation for a character in a scene or play

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Reading & Notating: Students will learn to use and apply visual representations for the sounds they hear, both traditional and invented. Students will read dramatic scripts and identify various dramatic elements from different cultures and historical periods.

	5	6	7 – 8 (music)	7 – 8 (drama)	
Students Demonstrate	- Identify and perform in simple, compound and mixed meter time signatures (2/4, 3/4, 4/4, 6/8, 5/4, 7/4) - Identify and perform rhythmic patterns ranging from whole to 16th note - Emerging ability to identify and perform dotted 8th, triplets, syncopation and swing rhythm - Identify and perform tonal syllables: d,r,m,f, s,l,t,d, with awareness of octave, all intervals up to 1 octave - Identify and perform dynamics (pp, p, mp, f, ff, fp, subito, <>, articulations (legato, staccato, accents, fortepiano, tenuto), tempo (basic markings, accelerando, ritardando), Key signatures: band (F,Bb,Eb), Orchestra (D,G,A,C), Chorus (emerging ability to find tonic in any key signature), Repeat signs: DS al fine, DC al fine, DS al coda, Score reading, phrasing (breath marks and slurs)	- Identify and perform in simple, compound and mixed meter - Identify and perform rhythmic patterns ranging from whole note to 16th notes - Developing ability to identify and perform: dotted 8th, triplets, syncopation and swing rhythm - Identify and perform tonal syllables with increased complexity, with awareness of an octave - Identify & perform: dynamics (pp, p, mp, mf, f, ff, fp, sfz, subito, <>; articulations (legato, staccato, accents, sfzorzando, fortepiano, marcato, tenuto), tempo (basic markings, accelerando, ritardando, a tempo), key signature (F, Bb, C, Eb, Ab), repeat signs, score reading and phrasing (breath marks, slurs)	- Perform in simple, compound and mixed meter time signatures (2/4-2/2-3/8-7/4) - Identify and perform rhythms ranging from whole notes to triplets, including syncopation and swing rhythm.	7th - Identify literary characteristics of the dramatic script, including elements of dramatic structure, conventions and format used in writing material for the stage - Identify forms such as comedy and tragedy - Drawing on personal experience or research, write a monologue for an invented, literary, or historical character	8th - Read plays and stories from a variety of cultures and historical periods, and identify the characters of plot, setting, theme and conflict - Using the correct form and structure, write a series of dramatic scenes.

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Listening: *Students will demonstrate their ability to critically respond with understanding when they describe, analyze, interpret their own music and dramatic writing, and the music and dramatic writing of others.*

	5	6	7 – 8 (Music)	7 – 8 (Drama)
Students Demonstrate	• Ability to use musical terms to create and apply criteria for evaluating performances and compositions of self and others • Emerging understanding through written work, class discussions and projects while drawing connections using musical terms: instrumentation, dynamics, tempo, texture, major/minor, form, cultural/historical context, timbre, melody/harmony, rhythm/meter • Dictation – rhythmic: ability to write dictated rhythms up to 8th note pairs, 16th notes in sets of 4, 8th note triplets in 2/4, 3/4, and 4/4/ meters • Dictation – melodic: emerging ability to write dictated major melodies including steps and skips within the tonic triad	• Developing understanding of instrumentation, tempo, dynamics, texture, major/minor, form, timbre, melody and harmony, rhythm and meter • Dictation – rhythmic: Developing ability to write dictated rhythms up to 8th notes in pairs, 16th notes in sets of four, 8th notes and 8th note triplets in 2/4, 3/4 and 4/4/ meters • Dictation – melodic: Developing ability to write dictated major melodies including steps and skips within the tonic triad	• Ability to use musical terms to create and apply criteria for evaluating performances and compositions • Through written work, discussions and projects, demonstrate knowledge of: instrumentation, dynamics, texture, tempo, major/minor, form, melody and harmony • Ability to write dictated rhythms up to 16th notes and melodies including steps and skips within the tonic triad	• Articulate and justify possible criteria for critiquing classroom dramatizations and dramatic performances • Identify and discuss artistic challenges and successful outcomes encountered during the creative and rehearsal process • Use appropriate theater terminology to describe and analyze the strengths and weaknesses of their own or the group's work • Give, accept and use constructive criticism that identifies the specific steps needed to revise and refine their own work or the group's work • Use a variety of assessment tools such as journals, rehearsal notes, video/audio, rubrics, self, peer, and teacher evaluations to revise and refine their own work or the group's work

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***Creating:** Students will learn to use the symbolic language, materials and techniques found in music and drama to create musical and dramatic works. Expectations in this area are grouped by grade span because skill development in this area is more gradual than in other areas, where expectations may be grade specific.*

	5 - 6	7 – 8 (Music)	7 – 8 (Drama)
Students Demonstrate	- Ability to compose simple pieces for voices or instruments, including digital/electronic media <i>Strings/Band/General Music</i> - Compose single line melody using several musical ideas including: time signature, key signature, form (beginning, middle, end), expressive markings, dynamics markings, melodic and rhythmic patterns - Create movement in response to musical sound - Improvise longer musical passages (8 – 12 measures), vocally or instrumentally, within few set parameters	- Ability to compose music for voices, instruments, and/or digital media - Ability to compose/arrange accompaniments for simple melodies including I, IV, and V chords - Ability to improvise long musical passages (12 – 16 measures), vocally or instrumentally - Ability to compose melodies and accompaniments using time signature, key signature, form (theme/variation), expressive markings, dynamic markings, melodic and rhythmic patterns, tempo changes, meter changes - Ability to create original music compositions using a keyboard; ability to create a 3 track drum score that is quantized; ability to compose a bass line using minimum I, IV and V chords; ability to edit work using composition/sequencing software	- Ability to work collaboratively to compare and contrast short scripts from a variety of styles, genres or time periods - Read and analyze a script to demonstrate how a playwright uses character, setting, mood and theme to create meaning within a performance - Work collaboratively to select, cast, rehearse and present a short, scripted play. - Write a script using dialogue between two or more characters - Make artistic choices to communicate ideas during the rehearsal process while serving in the role of director

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Connecting: *Students will demonstrate understanding of their artistic heritage through investigation of the historical and cultural contexts of music and drama. Students will demonstrate knowledge of music and drama in their community, and apply knowledge of music and drama in the study of other disciplines. Expectations in this area span multiple grades as connecting the performing arts to other areas as students can make meaningful connections to other areas at any grade.*

	5-6	7 – 8 (Music)	7 – 8 (Drama)
Students Demonstrate	• Ability to perform repertoire from a variety of historical periods and cultures • Ability to recognize ways in which the subject matter of other disciplines taught in the school are interrelated with those of music • Ability to identify connections between music and disciplines outside the arts • Ability to make connections between the role that music plays in culture and history, including the function of music and the role of musicians	• Ability to compare and contrast theatre to other literary genres and performance media • Identify theatre styles from at least two different time periods. • Identify careers available in theatre • Identify theatrical resources in the community, including professional, community and educational theatre	• Ability to compare and contrast theatre to other literary genres and performance media • Identify theatre styles from at least two different time periods • Identify careers available in theatre • Identify theatrical resources in the community, including professional, community and educational theatre