

# THE TOWN SCHOOL

## ARTS CURRICULUM SUMMARY

### VISUAL ARTS, DANCE, DRAMA, MUSIC

#### SCHOOL-WIDE GOALS:

TO CELEBRATE THE CREATIVE PROCESS.

TO TEACH SKILLS WHICH ALLOW FOR SELF EXPRESSION IN A VARIETY OF ARTISTIC DISCIPLINES.

TO FOSTER AN APPRECIATION OF THE ARTS.

TO ENCOURAGE SENSITIVITY TOWARD AND RESPECT OF SELF AND OTHERS.

TO PROVIDE AN OPPORTUNITY FOR CREATIVE RISK-TAKING TO ENCOURAGE AND DEVELOP SELF CONFIDENCE.

TO INSTILL AN APPRECIATION OF AND RESPECT FOR DIVERSE MODES OF EXPRESSION, INDIVIDUALLY AND CULTURALLY.

**NURSERY/KINDERGARTEN:** The arts are an integral part of daily classroom activities. A dance specialist meets with the children once a week. A music specialist meets with the children one or two times a week in the music room. In addition to the classroom art activities, an art specialist works with the N3 and N4 children once a week and the Kindergarten children meet with the Lower School art teacher once a week in the Art studio.

- ❖ Movement to music
- ❖ Musical games
- ❖ Rhythm instruments
- ❖ Singing
- ❖ Classroom and studio art activities (drawing, painting, play dough, collage, clay)
- ❖ Woodworking

**LOWER SCHOOL:** In addition to the art experience within the classroom, specialists in art, music, and dance meet with the students weekly. (Art meets once a week. Dance meets twice weekly in First Grade, and once a week in Second and Third Grade. Music meets twice weekly in all four grades.) In Fourth Grade, drama is added to the curriculum. Special arts assemblies throughout the year feature professional artists in music, drama, dance, and the visual arts. Second - Fourth graders are eligible to join the Lower School chorus, which performs at most All School Assemblies.

#### Art:

- ❖ Studying folk art of diverse cultures through making past and present paintings, sculpture, and crafts.
- ❖ Developing imagination, expression and dexterity via a wide range of materials.
- ❖ Forming an appreciation of aesthetics.
- ❖ Exhibiting in, and planning the annual Art Show.
- ❖ Working on art projects which relate to the curriculum.
- ❖ Making large scale paintings and sets for Fourth Grade Play.

#### Music:

- ❖ Experiencing melody and rhythm through aural, visual and physical activities.
- ❖ Developing music literacy skills (both rhythmic and melodic), music terminology, understanding basic musical genres and differentiation in timbres.
- ❖ Developing a well-rounded song repertoire, including American folk literature, multi-cultural music and musical standards.
- ❖ Developing beginning vocal skills, including pitch-making, quality vocal production and tone, unison, canon, part-singing and range extension.
- ❖ Beginning instruments: Orff barred instruments, hand drums and un-pitched percussion. In Third and Fourth grade: violin. Students will also learn to identify the instruments of the orchestra.
- ❖ Learning musical concepts through games, literature integration, improvisation and exploration.
- ❖ Performing and participating in various school assemblies.

#### Dance:

- ❖ Learning to execute basic stationary movements.
- ❖ Learning to execute basic locomotor movements.
- ❖ Learning to perform movement combinations.
- ❖ Understanding components of dance elements: time, space, and energy.
- ❖ Showing creative use of choreographic elements.
- ❖ Beginning improvisation.
- ❖ Learning good audience skills.

**Drama:**

- ❖ Introducing theater basics.
- ❖ Working on curriculum-related drama projects.
- ❖ Developing rehearsing skills.
- ❖ Creating and performing a Fourth Grade Play.

**UPPER SCHOOL:** Fifth through Seventh Grade. In Upper School the arts curriculum is on a trimester system, each student spending a term in art, music and drama each year. Classes meet four times per week. In Fifth and Sixth grade, Architecture and Dance are added as a complement to the arts curriculum. Special arts assemblies throughout the year enhance the program by featuring professional artists in music, drama, dance, and the visual arts.

**Art:**

- ❖ Acquiring further skills and familiarity with materials.
- ❖ Experience with drawing, painting, sculpture, ceramics, print-making and multimedia projects.
- ❖ Encouraging further awareness of art vocabulary, art history, and aesthetics of art.
- ❖ Learning to look at art.
- ❖ Exhibiting in the annual art show.
- ❖ Relating art projects to curriculum.
- ❖ Creating large scale painted sets for the Eighth Grade play.

**Music:**

- ❖ Examining and understanding musical forms and styles from the Baroque through the Romantic period.
- ❖ Becoming familiar with American music - Jazz.
- ❖ Continuing string instruments. Introducing woodwind and brass or Upper School chorus.
- ❖ Sight singing, ear training.
- ❖ Singing and performing.
- ❖ Forming an appreciation of music.
- ❖ Learning to be an audience.
- ❖ Reinforce musical skills learned in Lower School.
- ❖ One class per week is devoted to instrumental or choral studies.

**Drama:**

- ❖ Developing imagination, vocal and physical presence.
- ❖ Learning ensemble skills.
- ❖ Experiencing theater games and improvisation.
- ❖ Performing monologues, scenes and one act plays.
- ❖ Exploring social studies themes through dramatic activities.

**Eighth Grade:**

- ❖ First Semester - Rotation through arts includes: art, portfolio preparation, keyboard, dance, photo and drama.
- ❖ Second Semester - Performance of fully staged musical: sets, costumes, lighting design. Mini-courses in visual arts.

**ADDITIONAL PROGRAMS:**

- ❖ Dance: In Upper School Dance, students use sound, daily observations, nature, art and poetry as springboards for creating movement. Seventh graders learn basic swing dance in conjunction with their study of jazz music, while Eighth graders explore Musical Theatre Dance styles spanning the early 1900s through the present.
- ❖ Architecture: Basic architectural drafting and 3-D design software.
- ❖ Photoshop (6th Grade): Children are given a brief history of the origins of photography, starting with a pinhole camera. This is followed by its development as an art form by various artists. They then discuss various Surreal artists and the basics of Photoshop are taught by creating a digital surreal image from their own photographs. This is then presented as part of a digital display in the Annual Art Show.

