

**REPUBLIC OF TRINIDAD AND TOBAGO**

**MINISTRY OF EDUCATION**

**PRIMARY SCHOOL CURRICULUM**

**CURRICULUM GUIDES**

**VISUAL AND PERFORMING ARTS**

**(VAPA)**

**INFANTS 1 – STANDARD 5**

**Curriculum Planning and Development Division  
2013**

DRAFT

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Published in 2013 by the  
Curriculum Planning and Development Division  
Ministry of Education  
Rudranath Capildeo Learning Resource Centre  
Mc Bean, Couva  
Republic of Trinidad and Tobago  
Printed by The Office Authority Ltd. – Trinpad Division

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## Foreword of the Minister of Education



The Ministry of Education sees that education is the key to preparing our country to have a knowledge-driven economy that can be competitive in the region and across the world. It is fundamental to the development of Trinidad and Tobago. We are committed to making human development the central focus of education through the creation of mechanisms for skills-building, life-long learning and institutional strengthening.

Additionally, in this world in which innovation is essential, fostering creativity and higher-order thinking skills in our citizens is an imperative. We recognise too that Literacy and Numeracy are core skills which need to be developed, since these constitute the main areas on which the performance in education of our country is measured.

Within my tenure as Minister of Education, sixteen priority areas have been identified for significant change in the educational landscape of our nation. Our primary sector has been an area of concern, with many of our students not attaining the knowledge and skills necessary for secondary education nor for functioning as young citizens of our nation. The priority areas targeted for intervention at the primary level are: Curriculum Reform, Literacy and Numeracy, Integration of ICTs

in Education, a Continuous Assessment Programme and Improving Infrastructure in Schools. Also significant are the movement of the SEA examination, teacher training and other measures geared toward improving academic performance. All these initiatives work together to bring our primary sector to a quality that will support the requirements for a world-class education for each of our children. Within this context, the primary curriculum has been rewritten in order to prepare our children for successful living in the 21<sup>st</sup> century. The principles underlying this project were:

- The belief that curriculum reform must address the needs of 21<sup>st</sup> century development and the labour market needs of the society, as well as build the foundation for responsible citizenship and ensure the optimisation of multiple talents, including the arts and sports.
- The creation of a learning system that accommodates all types of learners, not limited to the academically gifted.
- The strengthening and enhancement of the cognitive, social and psycho-motor skills learnt at the primary level for a seamless transition to the secondary level.

The new primary curriculum has been carefully designed and developed in accordance with international best practice and in accordance with these requirements. This curriculum will meet the needs of our country's development through the achievement of the full potential of each child.

## **Acknowledgements**

The Ministry of Education wishes to express its sincere appreciation to all those who contributed to the design and development of this integrated primary curriculum.

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# The National Curriculum Framework

## INTRODUCTION

This curriculum framework is intended to outline the nature and purpose of the curriculum as well as the parameters for consistent curriculum implementation throughout primary education in Trinidad and Tobago. The document sets out the principles that govern and guide teaching and learning. The term 'curriculum' is used in this document to describe the sum total of the planned experiences which occur within that environment, and which were designed to foster children's learning and development. These include activities, and events, with either direct or indirect impact upon the child.

A clear understanding of the nature, role and function of the national curriculum for Trinidad and Tobago is a critical part of the whole positive transformation of education to provide a seamless pathway for all students through the system of teaching and learning. This framework provides the basis for the new primary integrated curriculum, which includes specification of subject-areas selected to maximize twenty-first century learning in a student-centred innovative education system in Trinidad and Tobago. The components which are fundamental to transformation of primary education at this point in time form the underlying concepts which guided the development of the curriculum and give direction to teaching and learning. They are of particular importance to the development of our students and of our

nation because they establish common understandings about teaching and learning. These understandings inform how all schools are expected to focus on the achievement of the goals laid out by the Ministry of Education for a future-oriented inclusive education for all. For Trinidad and Tobago, the National Curriculum Framework becomes the basis for all education and curriculum decision-making, including the design, development and implementation strategies for a new system of teaching and learning covering those critical seven years of education. The statement of outcomes for students are a key part of this education framework and forms the basis for all subsequent decisions about teaching and learning, content, pedagogy and assessment. These must work towards fulfilling the vision for successful students and future citizens of our nation.

In order to establish common ground and ensure that the curriculum can be implemented as designed, a set of foundational principles needs to be established. This National Curriculum Framework establishes a consistent foundation for learning that is undergirded by the vision, mission and the five value outcomes for all children as detailed by the Ministry of Education. Given that this is the agency with ultimate responsibility for the education, care and well-being of every learner in the country, the National Curriculum Framework and the curriculum

that devolves from it essentially provide the basis for all teaching and learning activity.

Part of that foundation is the recognition that a curriculum is both product and process, and that any new curriculum materials needs to reflect those notions in the design. Furthermore all curriculum design, development and implementation must be guided by the existing vision, mission and five value outcomes for education in the country. Finally, the foundation must ensure that all curriculum activity, including implementation at the classroom level, functions within the guiding principles of education established by the Ministry of Education. It must also be stated that the guiding principles of the

Ministry of Education were developed after extensive stakeholder dialogue and sound analysis of the current societal and national requirements.

For an effective and relevant twenty-first century process of teaching and learning, these guiding principles are an indicator that the Ministry of Education seeks to place education in Trinidad and Tobago alongside, if not ahead of international best practices. The Ministry of Education has established an *Education Sector Strategic Plan 2011-2015* to achieve the goals of quality, innovative, challenging, flexible education for all, and has begun an investment in human and material resources to achieve this outcome in a purposeful and timely fashion.

## **BACKGROUND**

In order to effectively administer the formal education sector, and ensure that every child has the best opportunity to learn, the Ministry of Education provides direction and guidance based upon sound educational theory and practices together with a considerations from extensive stakeholder consultations. In 2011 the Ministry of Education conducted two national consultations on the primary education curriculum, along with 7 district consultations and one in Tobago. Information received from these stakeholder consultations informed the direction and decisions of the Ministry of Education to better meet the requirements of education at the primary level. Alongside this, a detailed, critical examination of current practice, both within and outside the country was conducted to identify elements that contribute to a quality education.

A detailed and comprehensive plan to revise and update all components of the teaching learning system to new internationally accepted standards emerged. Part of this transformation involved reviewing and assessing current curriculum documentation and practices. A professional review and assessment of the previous curriculum documents was completed, and recommendations were presented to guide the development of the new curriculum framework. A new standard for teaching and learning, which is evident in international best practice, shows that at lower grade level, children learn best when presented with knowledge, skills and values that are integrated and thematically organized. The integration of subject matter and skills or cross-subject connections is an important feature of the design, development, and implementation of the new curriculum.

Integration does not mean that the subject areas disappear. In fact, the subject areas have become pillars and supports for innovative and transformative learning experiences covering these critical seven years of formal education. This new twenty-first century curriculum for Trinidad and Tobago provides every opportunity for the child to learn, master new important skills, and develop character and values that are

critical to their role as productive, caring and responsible citizens, locally, regionally and internationally. This new integrated, innovative, flexible curriculum provides learners with a journey of inquiry and discovery. This integrated thematic curriculum will place Trinidad and Tobago's education system on par with international leaders in the education arena.

## DEFINITION

The term 'curriculum' has several meanings, depending on the context and the perspective of curriculum theory that is applied to the definition. Most theories concur that there are four fundamental components within definitions of curriculum:

- Curriculum as the transmission of a body of knowledge.
- Curriculum as product - defined by the ends or achievements expected.
- Curriculum as process.
- Curriculum as praxis

There is little advantage to debating the differences embedded in these views of curriculum. It is however very useful to agree on a basic perspective that guides the process of developing an effective education system that has a well-designed and developed curriculum. It is useful, for example, to see the new curriculum as part of a clearly delineated guide for all learning which is planned and organized by the education system, whether it is carried out in groups, individually, within or outside the school.

By suggesting that a curriculum provides a detailed learning plan and guide, we are also stating that the curriculum specifies precisely what outcomes we anticipate that all learners will achieve as well as how they will achieve those outcomes. The new curriculum articulates a series of sequenced general learning outcomes which are elaborated through subject outcome statements. Abundant guidance is provided in planning units of work, individual teaching learning activities and includes samples of activities developed to ensure that a measure of fidelity in the implementation of the curriculum is maintained. In this respect, the Ministry of Education has established a body of learning outcomes which collectively define the vision of what knowledge, skills and dispositions a twenty-first century learner at the Primary level in Trinidad and Tobago should possess. These outcomes are the key guiding principles underpinning the new infant and primary curriculum and thus underpin the whole education system, ultimately guiding what happens in schools and classrooms.

## FOUNDATION OF THE NATIONAL CURRICULUM

### Vision

The Ministry is leading a quality education system that responds to the diverse needs and requirements of 21st century learners, promotes inclusivity, seamlessness, equity and equality and contributes to human capital and sustainable development.

**Table 1: Vision of the Ministry of Education**

Effective curriculum requires a very clear direction. In Trinidad and Tobago the Ministry of Education has articulated its view of education which establishes the mandate for education. In the establishment of policy and principles for education on a national level all decisions are informed by the vision and mission for the system. All curriculum development, from the

and intended learning experiences for the classroom in the curriculum guide.

In Trinidad and Tobago, the current focus is on the design and development of primary curriculum, which, as noted above is governed by the principles established in this Curriculum Framework.

One of the key elements of this foundation is the Vision for learning which clearly articulates the commitment of the Ministry to meet the needs of learners. A forward-looking perspective on what all schools should be facilitating in terms of student achievement is guided by the national curriculum. There is equal clarity regarding a twenty-first century education system functioning to provide the highest standard of education.

Devolving from the Vision, in the Mission statement, the Ministry of Education establishes the mechanism for the realization of the Vision and of what the end product of the anticipated learning experiences

design of a new set of learning guides to implementation at the classroom level is therefore guided by the principles and policies of the Ministry of Education.

The regulatory and guiding principles for education provide the overarching national framework for education. The Ministry of Education, *Education Sector Strategic Plan: 2011-2015*, and other policy documents, establish the design framework for all components of the new curriculum. Principal among these are the vision, mission and the five (5) value outcomes established at the national level for all students, which further guides the formulation of the desired

### Mission

To educate and develop children who are able to fulfill their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

*Government of Trinidad and Tobago, Ministry of Education, Education Sector Strategic Plan: 2011-2015*

**Table 2: Mission of the Ministry of Education**

will be. The curriculum has elaborated on the stated outcomes for all children with further outcomes both at a general level and more specifically for all subject areas.

The principles by which the Ministry administers the education system to effectively and efficiently achieve the vision, mission and outcomes have been clearly articulated. These guiding principles are essential statements that must govern curriculum design and development, teaching and learning, and the administration of schools if the goals of education are to be achieved. The critical area of focus is on student learning and fidelity to the curriculum which seeks to transform classroom practices to the benefit of each child.

The guiding principles, listed below, are important components in the new curriculum. The principles informed the curriculum design and development process; they will guide teaching and learning at the implementation phase of the curriculum. As we evaluate the curriculum, they will provide reference points to ensure that the desired attributes of education that are important for the nation are being achieved. The new curriculum materials are not static products, but will remain a flexible roadmap designed to effect high quality, relevant learning for all young people well into the future.

<i>Principle</i>	<i>Elaboration</i>
<b>Student Centred</b>	The student is at the centre of everything we do.
<b>Engaged Communities</b>	We engage parents and families as the heart of students' lives and we support and acknowledge them as the primary guides and decision-makers for students. We engage members of local, regional and global communities as active contributors to student learning
<b>Inclusive</b>	We expect all students will learn in a welcoming environment regardless of place, culture, or learning needs.
<b>Proactive</b>	We plan for a desired future, preventing problems instead of reacting to them.
<b>Shared Responsibility</b>	We acknowledge that education is everybody's business and therefore expect teachers, the school and education leaders to collaborate with other government and community organizations to foster student learning
<b>Innovative</b>	We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.
<b>Flexible</b>	We enable meaningful and relevant learning through a range of opportunities appropriate to each student's development stage.
<b>Equitable</b>	We ensure that every student will have the benefit of high-quality learning opportunities.

<i>Principle</i>	<i>Elaboration</i>
<b>Accountable</b>	We explain to the citizens of Trinidad and Tobago the outcomes of our students and our use of funding.
<b>Transformative Leadership</b>	We believe that people with vision and passion can achieve great things. We therefore empower and inspire our staff and stakeholders to create positive and lasting changes in the education system.
<b>Quality</b>	We are committed to meeting our own quality standards that are driven by the requirements of our customers. Each of us takes charge to ensure that these standards are implemented in our individual areas of authority.
<b>Teacher Empowerment</b>	We create the environment for excellence in teaching practice that improves the learning of all students, deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

**Table 3: Guiding Principles of the Ministry of Education**

## **THE NEW PRIMARY CURRICULUM**

The new Primary curriculum envisages preparing our children with the knowledge, skills and dispositions to optimize their own development and ultimately to constitute a caring, respectful and socially conscious citizenry which will competently lead our country onto the world stage. The Curriculum focuses on nine (9) subject areas: Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts, Physical Education, Agricultural Science, Spanish and Values, Character and Citizenship Education. Health and Family Life Education outcomes are distributed and supported by all subjects.

By crafting a new national primary curriculum and addressing the learning needs of all young people through a new approach to teaching and learning, Trinidad and Tobago has established a strong foundation for the desired educational outcomes for our students. The Vision and Mission of the Ministry of Education which seeks to recognize, value and nurture individual abilities and talents requires an integrated, appropriate and relevant twenty-first century set of learning experiences at the heart of the curriculum. This overarching vision and mission remain central to all curriculum design, development and implementation initiatives, and will guide pre-service and in-service



teacher education and training activities that are an essential part of the whole education development, innovation and transformation process.

The world is rapidly changing and knowledge, skills, and values are being demanded of citizens, even while the education struggles to catch up with yesterday's requirements. In the vision, mission and principles statements it is very clear that the Ministry of Education wants to develop an education for the twenty-first century, charting the way for education and the nation to keep pace and move to the front of the international arena. Following on this understanding, the new curriculum has been developed as a flexible tool that focuses on the development of twenty first century skills in learners. The curriculum itself, while providing abundant and detailed guidance to teachers, can be adapted and shaped to individual contexts. Curriculum adaptation is an essential aspect of curriculum implementation that is required to meet the rapidly changing and diverse needs of all learners, so enabling teaching and learning to continue to be relevant and current.

The new primary curriculum is characterised by the following:

- An integrated, thematic approach to teaching and learning in which learning from different subjects is skilfully melded into thematic units and learning/lesson plans. There is a focus on core content, building critical skills and cultivating desirable dispositions in students, rather than rote learning of content and regurgitation on paper and pencil tests. This facilitates for a smooth transition from ECCE into Infants and makes for a pleasurable learning experience for the child, and more effective delivery and retention of content.

- Literacy and Numeracy, significant foundational areas, are built in in all subject areas
- Continuous Assessment is promoted with conscious attention to Assessment for Learning which uses a wide range of classroom assessments to provide feedback and improve student performance
- Differentiated Instruction is supported to enable teachers to use a variety of teaching methods and cater to the learning needs of a range of students
- Infusion and use of Information and Communication Technologies, an indispensable twenty-first competence for students, is built in to all areas
- Focused teaching of Visual and Performing Arts and Physical Education ensures that all children's talents and sensibilities are awakened and developed.
- The introduction of foreign language awareness in a Spanish programme which follows a Foreign Language Exploratory model is present. This focuses largely on oral Spanish, its attendant cultures and exploration of other language experiences in the child's immediate environment.
- A focus on Values, Character and Citizenship is a vital component towards building a strong, tolerant and conscientious citizenry.

As noted, the designed learning experiences outlined in the new curriculum are student-centred, inclusive and capable of guiding implementation of a high quality, engaging, innovative teaching and learning process that satisfies the learning needs of all twenty-first century young citizens of Trinidad and Tobago, the Caribbean region and the globally interdependent and connected world.

A significant part of the mandate required that the curriculum capture current, relevant, interesting and fun teaching and learning experiences. The general and specific outcomes focus on the development of concepts, skills and dispositions in students, including higher-order skills suitably targeted to the developmental level of our young learners. While the design of the new curriculum is new to our education system, it is grounded in sound educational theory and principles. Inherent in the subject matter are carefully considered concepts, skill sand dispositions which are relevant to the development

of students and the needs of our society as espoused by our many stakeholders and educators.

The seven years of the primary experience have been broken down into three key levels each of which has a broad area of focus as to the general outcomes desired for the child at that level and are specified as a general level of student achievement.

### Organizational Structure of the Achievement Levels

Level	Title	Grades
Achievement Level One	Love of Learning	Infant One Infant Two
Achievement Level Two	Inquiry and Discovery	Standard One Standard Two Standard Three
Achievement Level Three	Taking Flight	Standard Four Standard Five

**Table 4: Levels of the Primary system**

The titles of each of the designated levels clearly denote the overarching goal for student learning at each stage. The subject specific outcomes for the various year levels evolve from these. The learning experiences throughout the three levels have been designed to articulate a smooth journey of growth, development, and learning, culminating in a well-rounded, independent learner, ready to embrace secondary education. There are a total of twenty six themes designed to organize all learning experiences through the three achievement levels. The curriculum begins in the Infant year levels with a very strong integrated, thematic approach to learning, and progressively introduces subject areas as discrete organizers of that learning by

Standards Four and Five. While the higher primary year levels have more subject area learning they are not without thematic organization. At those levels, the themes become broader, more complex and challenging, while the nine core subject areas emerge in prominence. This design decision was made to facilitate a smooth and seamless transition from primary into secondary education.

The targeted achievements for all students at the end of each of these three levels are succinctly summarized in Table 5. These attributes are the foundation for all learning interactions in and out of the classroom.

**Table 5: Learning Level Achievements**

<b>Level 1: Love of Learning</b> <i>Infants 1- Infant 2</i>	<b>Level 2: Enquiry &amp; Discovery</b> <i>Standard 1- Standard 3</i>	<b>Level 3: Taking Flight</b> <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
Be able to communicate needs, ideas, and emotions.	Be able to engage in reflection before communicating needs, ideas and emotions.	Apply healthy interpersonal communication skills to enhance learning, and general interaction.
Make choices to solve simple, personal problems.	To develop thoughtful solutions to problems that occur in interaction with others.	Demonstrate some capacity to pose, as well as solve problems.
Engage learning imaginatively.	Produce imaginative responses to learning problems.	Demonstrate both sequential and connective thinking when encountering problems.
Work with others co-operatively.	Create new meanings through teamwork and	Exhibit some leadership qualities in both

<b>Level 1: Love of Learning</b> <i>Infants 1- Infant 2</i>	<b>Level 2: Enquiry &amp; Discovery</b> <i>Standard 1- Standard 3</i>	<b>Level 3: Taking Flight</b> <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
	collaboration.	learning and social contexts.
Begin to consider the importance of diet, exercise and hygiene.	Practise healthy lifestyle habits	Demonstrate sufficient knowledge of the human body to make healthy lifestyle choices consistently.
Demonstrate basic courtesy in relationship to others.	Observe positive social norms and behaviours.	Achieve a well-rounded sense of self and how to contribute productively to a group.
Recognise that working and playing safely protects everyone.	Demonstrate the ability to temper personal behaviour, in order to contribute to a safe environment for all.	Demonstrate some ability to foresee potentially unsafe behaviours in self and others.
Demonstrate joy in learning.	Demonstrate curiosity and a sense of adventure in conducting simple investigations.	Exhibit the satisfaction that accrues from engagement in learning.
Show sufficient self-confidence to engage in learning and social activities	Through growing self-esteem and initiative, begin to develop their own voice and demonstrate a sense of empowerment	Display self-reliance when working independently.
Behave respectfully toward the environment under supervision.	Understand that individual actions contribute to the environmental health of both local and national communities.	Recognise the symbiotic relationship between self and environment and acknowledge in behaviour that every action has a consequence.
Gather information	Gather, organise and present information	Process information.
Use technologies under supervision.	Explore technology purposefully and safely.	Find and employ technology for particular ends.
Understand the concept of past, present and future.	Explore the past and make connections with the present.	Imagine the future.
Demonstrate fair and equitable play habits.	Understand that social interaction requires giving as well as taking.	Become actively involved in issues involving social justice.

Clearly, students will experience a curriculum that engages and challenges them in a variety of ways that are particularly relevant to their social, political, and economic growth and development in the

information age of the twenty-first century. This primary curriculum seeks to expose and fulfill the potential of each child and to affirm the unique identity and character of the citizenry of Trinidad and Tobago.

## COMPONENTS OF THE PRIMARY CURRICULUM

The new primary curriculum comprises three documents that are intended to provide necessary information and support to our public.

**Curriculum Guides** in 9 subject areas are provided. These specify what is to be learnt by students in an ordered, developmentally appropriate sequence in the form of learning outcomes. Learning outcomes are further categorized as related to the acquisition of Content, or the development of Skills or Dispositions. Further guidance is provided in an Elaboration statement to specify the breadth and depth of what is to be taught and assessed, so that there is a standardized approach to teaching and assessment across the country.

For Teachers' use, a **Teacher's Guide** has been developed. This document provides an overview of the pedagogical practices embraced by the new curriculum, summary descriptions of the themes selected as the vehicle for the teaching and learning material as well as the 5 considerations that are infused throughout the curriculum- Literacy, Numeracy, Assessment for Learning, Differentiated Instruction and Infusion of Information and Communication Technologies (ICTs).

For further support of teachers, an **Instructional Toolkit** has been developed. Within this document, detailed plans of work, samples of activities and rubrics for implementation by teachers are provided. Thematic Unit plans which bring to outcomes from several subjects as well as Learning or Lesson Plans, together with sample activities and rubrics are provided. Learning plans that suggest interesting methods for teachers to address core subject-specifics concepts and skills are also included. At the initial stages of implementation of this curriculum that seeks to transform teaching and learning, abundant samples are provided for teachers. These may be implemented directly or may serve as guides for teachers' development of their own thematic units and lessons. As implementation takes place, opportunities will be provided for teachers to provide their own creative and original approaches to these themes and topics within the toolkit.

## TIMETABLE

Within the framework of the new primary curriculum, there are some important notions about the new primary timetable which ought to be specified. These are that:

- 9 subject areas are represented (Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts; Physical Education, Agricultural Science, Values, Character and Citizenship Education and Spanish). HFLE and ICT are infused throughout the subjects.
- 50% of the time is dedicated to ELA and Mathematics, which include Literacy and Numeracy components and are considered to be priority at the lower primary. The other 50 % of the time is to be dedicated to the other 7 subjects. The curriculum documents reflect that balance, so that as outcomes specified

for each year level are covered, the balance of time for subjects is maintained.

- A combination of Thematic Units which combine several subject areas and subject specific core skills are to be taught (as in the Instructional Toolkit). Core skills may be done in preparation for a theme, during a theme or following a theme.
- The timetable is flexible and will be detailed on a weekly basis as teacher's plan for the week is developed. The teacher selects which core skill lessons and which thematic lessons are to be taught each week and presents this in the weekly forecast and evaluation plan.
- In any given week, core skills for any or all subject areas may be taught. One possible illustration of what this may look like is given below:

MON	TUE	WED	THURS	FRI
THEME	CORE SKILLS (MATH)	CORE SKILLS (SOCIAL STUDIES)	THEME	THEME
	THEME	THEME		
			CORE SKILLS (SPANISH)	CORE SKILLS (AGRI.SCI)
CORE SKILLS (SOCIAL STUDIES)	THEME	THEME	THEME	THEME
CORE SKILLS (VAPA)		CORE SKILLS (ELA)	CORE SKILLS (PHYS. ED)	

**Table 6: Sample Timetable**

# Subject Rationale

## What Are The Visual & Performing Arts?

The arts are organised expressions of ideas, feeling, and experiences in images, sound, language, gesture and movement. Arts education comprises the four disciplines of visual arts, music, drama, and dance. These disciplines provide for the stimulation of the senses,

emotion, intellect, and imagination. They contribute to the child's growth by developing skills, sensitivities and positive attitudes. The arts reflect what is valued in society and celebrate our unique cultural mosaic.

## Why Study The Visual & Performing Arts?

Arts education is integral to primary education in helping to promote a variety of thinking processes. The range of cognitive, affective, and hands-on experiences offered by the arts places these disciplines at the centre of a primary child's learning. The arts encourage ideas that are personal and imaginative and make a vital contribution to the development of a range of intelligences. An effective arts program enables the child to explore exciting, alternative ways of learning and communicating with others. In addition, a purposeful arts education at the primary level is invaluable in

promoting subject integration in the classroom. Arts programming enhances self-esteem and confidence, and provides a forum where spontaneity and risk-taking are encouraged and differences celebrated. Arts activities are a focus for social and cultural development. They embrace local, national, and international aesthetic and cultural expressions, promoting enjoyment and understanding of difference. They may also be a means to social change through the voices of individual identity and passion.



## How Are The Visual & Performing Arts Structured?

Students work both independently and collaboratively to construct meanings, produce works, and respond to the contributions of others. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions. Through traditional and new technologies, students' artistic ideas are generated and refined through cycles of action and reflection. Within each, students develop literacies as they build on skills, sensitivities, and attitudes.

### **Dance**

Dance is expressive movement that has intent, purpose, and form. In dance education, students integrate thinking, moving, and feeling. They explore and use dance elements, vocabularies, processes, and technologies to express personal, group, and cultural identities, to convey and interpret artistic ideas, and to strengthen social interaction. Students develop literacy in dance as they learn about, and develop skills and sensitivities in, moving, performing, and choreography, and respond to a variety of genres from a range of historical and contemporary contexts.

### **Drama**

Drama expresses human experience played out in time and space. Students learn to use dramatic conventions, techniques, and

technologies to create imagined worlds. Through purposeful play, both individual and collaborative, they discover how to link imagination, thoughts, and feelings. As students work with drama techniques, they learn to use spoken and written language with increasing control and confidence and to communicate effectively using words, body language, movement, and space. As they perform, analyse, and respond to different forms of drama and theatre, they gain a deeper appreciation of their rich cultural heritage.

### **Music**

Sound from natural, acoustic, and digital environments is the source material for expressive ideas in music. These ideas are manipulated and extended into forms, genres, and styles that are recognized as music. Music is a fundamental form of expression, both personal and cultural. Value is placed upon the musical heritages of Trinidad and Tobago's diverse cultures, including traditional and contemporary musical arts. By making, sharing, and responding to music, students contribute to the cultural life of their schools, peer groups, and communities. Students develop literacies in music as they listen and respond, sing, play instruments, create and improvise, read symbols and notations, record sound and music works, and analyse and

appreciate music. This enables them to develop aural skills and to value and understand the expressive qualities of music.

### **Visual Arts**

Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds. Learning in Visual Arts begins with children's curiosity and delight in their senses and extends to communication of complex ideas and concepts. An understanding of visual culture is achieved through exploration of local and Caribbean contexts.

Students develop visual literacy and aesthetic awareness as they manipulate and transform visual, tactile, and spatial ideas. They explore experiences, stories, abstract concepts, social issues and needs, both individually and collaboratively. They experiment with materials, and techniques to develop their visual enquiries and create both static and time-based artworks in drawing, sculpture, painting, printmaking, photography, film, design, textiles, ceramics. They view the art works of others, sharing their responses, and generating multiple interpretations. Their meaning making is further informed by investigation of the contexts in which art works are created, used, and valued. As they develop their visual literacy, students are able to

engage with a wider range of art experiences in increasingly complex ways. Art history provides students with some sense of the efforts of others to speak their culture.


# **Primary School Curriculum**

## **Visual and Performing Arts**

**(VAPA)**

**Infants 1**

## VAPA: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Recognise texture in a variety of materials.	1.2.1 Manipulate materials to create a collage of personal items.	1.3.1 Begin to develop creativity, self-esteem and aesthetic expression.	1a. Recognize texture in a variety of materials.  1b. Manipulate materials of different textures to create a collage.	<ul style="list-style-type: none"> <li>Orally describe the texture of 6-8 different materials and classify them into the following categories: rough, smooth, hard, soft. (1.1.1, 1.2.1, 4.3.1)</li> <li>Create a collage of personal items using 3-5 materials of varying textures (rough, smooth, hard, and soft). (1.2.1, 1.3.1)</li> </ul>
2.1.1 Become aware of colour in the environment.	2.2.1 Identify different colours by name.  2.2.2 Produce handprints of self, family and friends.		2. Produce handprints of self, family and friends using various colours.	<ul style="list-style-type: none"> <li>Create at least 3 handprints of self, family and friends using any combination of colours. (2.1.1, 2.2.1., 2.2.2, 1.3.1)</li> </ul>
3.1.1 Become aware of patterns in their surroundings.	3.2.1 Identify patterns created by objects in their immediate		3a. Describe patterns formed by the combination of	<ul style="list-style-type: none"> <li>Accurately describe the patterns formed by the combination of</li> </ul>


## VAPA: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	environment. 3.2.2 Create a pattern using handprints.		shapes or colours in their immediate environment.  3b. Create a pattern using handprints.	shapes or colours of 2 objects in their immediate environment. (3.1.1, 3.2.1, 4.3.1)  <ul style="list-style-type: none"> <li>• Create a repeated pattern using at least two handprints of themselves and two handprints of one of their peers. (3.1.1, 3.2.2, 1.3.1)</li> </ul>
4.1.1 Recognize that objects are made up of lines and shapes.	4.2.1 Identify lines and shapes of objects around them.	4.3.1 Begin to think critically.	4a. Identify lines and shapes of objects around them.	<ul style="list-style-type: none"> <li>• Accurately identify the lines and shapes of 2-3 objects from their immediate environment. (4.1.1, 4.2.1, 4.3.1)</li> </ul>
5.1.1 Become aware that objects take up space.	5.2.1 Make basic structures/ models of familiar buildings using play dough.		5a. Construct a model of a familiar building from their environment.  5b. Assess the size of the space their model occupies.	<ul style="list-style-type: none"> <li>• Use play dough to create a structure/model of <b>one</b> familiar building utilizing any combination of the following geometric flat shapes: square, rectangle, triangle, and circle. (5.1.1, 5.2.1)</li> <li>• Describe the space occupied by their model as <i>big</i>, <i>small</i>, <i>very big</i></li> </ul>

## VAPA: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<i>or very small.</i> (5.1.1, 4.3.1)
6.1.1 Recognise texture in a variety of objects and surfaces.	6.2.1 Produce a rubbing collage by shading on various textural surfaces.	6.3.1 Appreciate the process involved in creating artwork.	6a. Describe the textures of a variety and range of objects and surfaces.  6b. Produce a rubbing collage.	<ul style="list-style-type: none"> <li>• Describe the textures of a range of 6 objects/surfaces from <i>hard to soft</i> and <i>rough to smooth</i>.(6.1.1)</li> <li>• Produce a rubbing collage by shading on various textural surfaces. (6.2.1, 6.3.1)</li> </ul>
7.1.1 Understand that designs can be repeated to create simple patterns.	7.2.1 Create a simple design by shading on varied textural surfaces.		7. Create a simple design by shading on varied textural surfaces.	<ul style="list-style-type: none"> <li>• Make a simple pattern using repeated designs created by shading on two contrasting textural surfaces. (7.1.1, 7.2.1, 6.3.2)</li> </ul>
8.1.1 Become aware of patterns in the immediate surroundings.	8.2.1 Make simple patterns by manipulating found objects.	8.3.2 Enjoy working creatively.	8. Make simple patterns by manipulating found objects.	<ul style="list-style-type: none"> <li>• Manipulate 8-10 objects found in their immediate environment to create a simple pattern using repeated designs. (8.1.1, 8.2.1, 8.3.2)</li> </ul>
9.1.1 Recognise the differences in each other's artwork.	9.2.1 Compare and contrast artwork of self and others.	9.3.1 Develop self-awareness.	9. Compare and contrast artwork of self and others.	<ul style="list-style-type: none"> <li>• Describe 3 ways in which their work differs from that of their</li> </ul>

### VAPA: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		9.3.2 Develop acceptance of the work of others.		peers. (9.1.1, 9.2.1, 9.3.1, 9.3.2)
10.1.1 Understand that lines and flat shapes can be used to represent familiar letters and figures.	10.2.1 Identify lines and shapes in familiar letters and figures.  10.2.2 Produce simple signs to promote health and safety.	10.3.1 Begin to recognize their creativity.	10a. Identify lines and shapes in familiar letters and figures.  10b. Produce simple signs.	<ul style="list-style-type: none"> <li>• Describe 3-4 lines/shapes that can be found in the numerals 1-10 and in the letters of the alphabet. (10.1.1, 10.2.1)</li> <li>• Produce a simple sign consisting of one sentence and an appropriate picture/illustration. (10.1.1, 10.2.2, 10.3.1)</li> </ul>
				
1.1.1 Become aware of the body and what it can do.	1.2.1 Explore what the body can do through body actions involving the whole body and body parts.	1.3.1 Develop self-awareness.	1. Demonstrate what the body can do through body actions involving the whole body and body parts.	<ul style="list-style-type: none"> <li>• Move the whole body and any two combinations of the following body parts: feet/ arms/ hands/knees/elbows/shoulders to 6 short pieces of music. (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Begin to use body	2.2.1 Explore shapes	2.3.1 Develop self-	2. Mirror forms and	<ul style="list-style-type: none"> <li>• Isolate body parts to create 3</li> </ul>

<b>VAPA: INFANTS 1</b>				
<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
shapes to mirror forms and structures in their immediate environment.	through isolation of body parts.	discipline.	structures from their immediate environment.	shapes of different sizes which mirror forms and structures in their immediate environment (e.g. ball, hoop, chair, and box). (2.1.1, 2.2.1, 2.3.1, 1.3.1)
3.1.1 Gain an understanding of spatial awareness as they begin to understand the relationship between space and movement.	3.2.1 Work in general space, personal space and levels.	3.3.1 Understand boundaries and become aware of space around them.	3a. Work efficiently in general and personal space.  3b. Move at different levels.	<ul style="list-style-type: none"> <li>• Demonstrate 2 appropriate methods to travel efficiently in general space. (3.1.1, 3.2.1, 3.3.1)</li> <li>• Demonstrate 2 ways to move efficiently in personal space. (3.1.1, 3.2.1, 3.3.1)</li> <li>• Move at 3 different levels – high, medium and low in general and personal space. (3.1.1, 3.2.1)</li> </ul>
4.1.1 Learn to move in space, while working with others.	4.2.1 Work in pairs and small groups to explore locomotor and axial movement possibilities.	4.3.1 Develop cooperation skills.	4a. Move in general space while working with others using locomotor movements (e.g. walk, run, hop, skip, and jump).	<ul style="list-style-type: none"> <li>• Use 5-6 different locomotors/travelling movements to move in general space while working with others (e.g. walk, run, hop, and skip). (4.1.1, 4.2.1, 4.3.1)</li> </ul>




### VAPA: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
			4b. Move in personal space while working with others.	<ul style="list-style-type: none"> <li>Use any 3 axial movements to move in personal space while working with others (e.g. reach, bend, twist). (4.1.1, 4.2.1, 4.3.1)</li> </ul>
5.1.1 Demonstrate an awareness of pulse (a strong regular beat) and meter (time).	5.2.1 Move in time to selected rhythms.	5.3.1 Develop self-discipline.	5a. Move in time to selected rhythms in varying meters.  5b. Demonstrate an awareness of common, simple duple and compound duple.  5c. Differentiate between the strong and weak beats in simple duple and triple meters and compound duple meter.	<ul style="list-style-type: none"> <li>Maintain a steady pulse through moving to different pieces of music in. (5.1.1, 5.2.1)</li> <li>Move in time to music in various meters. (5.1.1, 5.2.1, 5.3.1)</li> <li>Accentuate the strong beat of each meter with a footfall (stamp). (5.1.1, 5.2.1)</li> </ul>
6.1.1 Develop appropriate	6.2.1 Matching	6.3.1 Begin to develop a	6a. Collaborate in groups	<ul style="list-style-type: none"> <li>Work in small groups to present a</li> </ul>


### VAPA: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
dance sequences based on selected theme/ idea/ story line.	movement to theme/ idea/ story line.	sense of team spiritedness.	to develop and perform a one minute dance sequence.  6b. Demonstrate a sense of team spirit.	one- minute dance sequence based on selected theme/idea/storyline using the previously learnt dance elements of body action, space, relationships and time (pulse and meter). (6.1.1, 6.2.1, 6.3.1)  <ul style="list-style-type: none"> <li>Willingly contribute ideas to the group and listen respectfully to the ideas of others. (6.3.1)</li> </ul>
7.1.1 Learn to move safely in space.	7.2.1 Explore spatial patterns and pathways.	7.3.1 Develop focus and discipline.	7a. Move safely in general and personal space.  7b. Create pathways in different directions.  7c. Create floor patterns.	<ul style="list-style-type: none"> <li>Move efficiently in general and personal space without colliding with others. (7.1.1,7.3.1)</li> <li>Move efficiently in personal and general space in varied directions (left/ right, forward/backward, up/down). (7.2.1, 7.3.1)</li> <li>Use hands/feet/heads to create 6 floor patterns using vertical and horizontal lines and curves ( e.g. letters of the alphabet).(7.2.1,</li> </ul>

## VAPA: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				7.3.1)
				
1.1.1 Understand the concept of levels.	1.2.1 Explore levels in personal space.	1.3.1 Develop self-awareness and confidence	1. Manipulate bodies in the exploration of personal space/	<ul style="list-style-type: none"> <li>Move efficiently in personal space using 2-3 different levels (high, medium, low). (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Recognize body language as a form of communication.	2.2.1 Communicate using body language.	2.3.1 Express self creatively.	2. Communicate using mime and hand gestures.	<ul style="list-style-type: none"> <li>Use 3-5 hand gestures only to communicate with peers (e.g. greetings). (2.1.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Understand that use of hands and voice can be combined as a form of communication.	3.2.1 Communicate using hands and voice.	3.3.1 Express self creatively.	3. Present stories using simple gestures, actions and voice inflections.	<ul style="list-style-type: none"> <li>Use 6-8 simple gestures and actions and voice inflections to effectively present a short story. (3.1.1, 3.2.1, 3.3.1)</li> </ul>
4.1.1 Become aware of the process involved in creating a	4.2.1 Produce a simple soundscape.	4.3.1 Develop an appreciation for the work of others.	4. Combine various sounds to produce a simple soundscape.	<ul style="list-style-type: none"> <li>Use a combination of items from their immediate surroundings in addition to voice inflections and</li> </ul>

### VAPA: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
soundscape.				un-tuned percussion to produce a simple 1-minute soundscape based on a given theme. (4.1.1, 4.2.1, 4.3.1)
5.1.1 Understand the nature of ring games.	5.2.1 Manipulate body in the performance of ring games.	5.3.1 Enjoy playing ring games.	5a. Combine movements to create simple actions in the performance of ring games.	<ul style="list-style-type: none"> <li>Effectively combine 2-3 simple body actions while singing to perform ring games. (5.1.1, 5.2.1, 5.3.1)</li> </ul>
6.1.1 Imitate everyday actions using their posture, voice and hand gestures.	6.2.1 Role-play simple practices towards healthy habits.	6.3.1 Cooperate in group activities.	6a. Imitate everyday actions through posture, voice and hand gestures.	<ul style="list-style-type: none"> <li>Role-play healthy habits/practices by depicting simple scenarios using appropriate posture, voice inflections and hand gestures. (6.1.1, 6.2.1, 6.3.1)</li> </ul>
				
1.1.1 Demonstrate an	1.2.1 Demonstrate a	1.3 Enjoy participating	1a. Demonstrate a steady	<ul style="list-style-type: none"> <li>Step to the steady beat of an 8 -bar</li> </ul>

### VAPA: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
awareness of rhythm	steady beat. 1.2.2 Maintain a steady beat using body percussion and non-tuned percussion. 1.2.3 Imitate rhythmic patterns.	in musical activities.	beat. 1b. Maintain a steady beat to accompany simple songs and chants. 1c. Imitate rhythmic patterns.	musical excerpt. (1.1.1, 1.2.1) <ul style="list-style-type: none"> <li>• Maintain a steady beat using body percussion and un-tuned percussion to accompany simple songs and chants. (1.1.1, 1.2.2)</li> <li>• Imitate short simple <b>rhythmic</b> phrases using body percussion and non-tuned percussion instruments.</li> </ul>
2.1.1 Demonstrate an awareness of pitch accuracy.	2.2.1 Differentiate between their speaking and singing voices. 2.2.2 Imitate simple melodic phrases. 2.2.3 Sing simple songs from a repertoire of folk, traditional and action songs from memory.		2a. Imitate melodic phrases. 2b. Sing simple songs.	<ul style="list-style-type: none"> <li>• Imitate simple <b>melodic</b> phrases by rote, using their singing voices with 70-75% pitch accuracy. (2.1.1, 2.2.1, 2.2.2)</li> <li>• Sing 3 simple action/folk songs from memory in their singing voices, using correct pitches and appropriate actions.(2.1.1, 2.2.1, 2.2.3)</li> </ul>

## VAPA: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
3.1.1 Recognize that different types of music evoke different types of responses.	3.2.1 Respond imaginatively to different types times of music.	3.3.1 Begin to recognise their creativity. 3.3.2 Enjoy participating in musical activities.	3a. Move imaginatively and creatively to different types of music.  3b. Demonstrate joy when participating in singing activities.	<ul style="list-style-type: none"> <li>Move imaginatively and creatively in two different ways to musical excerpts in varied meters (times) and tempi (speeds). (3.1.1, 3.2.1, 3.3.1)</li> <li>Sing simple folk songs lustily and enthusiastically. (3.3.2)</li> </ul>
4.1.1 Recognize sounds from the environment.	4.2.1 Describe and classify sounds into families.  4.2.2 Differentiate between sounds of different volumes and pitches.	4.3.1 Begin to develop critical thinking skills.	4a Identify and classify different types of sounds from their environment.  4b Discriminate between loud/soft and high/low sounds in their environment.	<ul style="list-style-type: none"> <li>Identify and classify 10 sounds from the environment into the following families, giving reasons for their choices: <i>machines, weather, animals, people, and musical instruments</i>. (4.1.1, 4.2.1, 4.3.1)</li> <li>Classify 10 sounds/pitches into categories of <b>loud/soft</b> and <b>high/low</b>. (4.1.1, 4.2.2, 4.3.1)</li> </ul>
5.1.1 Develop composition skills.	5.2.1 Create simple rhythms using their bodies and	5.3.1 Begin to refine their creativity.	5a. Create simple rhythms.	<ul style="list-style-type: none"> <li>Create simple rhythms using body percussion and non-tuned</li> </ul>

**VAPA: INFANTS 1**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
	non-tuned percussion instruments.	5.3.2 Begin to develop team work skills.	5b. Collaborate in groups to present compositions.	percussion instruments. (6.1.1, 5.2.1, 5.3.1) <ul style="list-style-type: none"> <li>• Create appropriate rhythms for non-tuned percussion instruments to accompany creative movements and songs (5.1.1, 5.2.1, 5.3.1, 5.3.2)</li> <li>• Present their compositions in groups utilizing at least <b>one</b> contribution from each group member (5.3.2)</li> </ul>
6.1.1 Learn about themselves and others and what their bodies can do.	6.2.1 Create actions to accompany songs.	6.3.1 Begin to appreciate their peers.	6a. Create actions to accompany songs from class repertoire.	<ul style="list-style-type: none"> <li>• Work in groups to create 3-4 actions to accompany at least <b>one</b> simple folk, traditional or action song performed from memory. (6.1.1, 6.2.1, 6.3.1)</li> </ul>

# **Primary School Curriculum**


## **Visual and Performing Arts**

**(VAPA)**


**Infants 2**



## VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Understand the concept of simple 3-dimensional forms/figures.	1.2.1 Use given material to produce hand puppets representing familiar people.	1.3.1 Experience a sense of accomplishment.	1. Produce hand puppets representing familiar persons.	<ul style="list-style-type: none"> <li>Use 3-4 given materials to produce a hand puppet representing a familiar person. (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Recognise that designs can be repeated to create patterns.	2.2.1 Experiment with paints, fruits and vegetables to create simple prints.	2.3.1 Appreciate aesthetics. 2.3.2 Cooperate in group activities.	2. Create patterns.	<ul style="list-style-type: none"> <li>Work in small groups to create 2 simple patterns using fruit and vegetable prints. (2.1.1, 2.2.1, 2.3.1, 2.3.2)</li> </ul>
3.1.1 Recognise texture in a variety of materials.	3.2.1 Produce a collage.	3.3.1 Enjoy working creatively.	3. Create a collage using varied materials and pictures.	<ul style="list-style-type: none"> <li>Tear and paste a variety of materials and pictures to create a collage of a hero of their choice (3.1.1, 3.2.1, 3.3.1)</li> </ul>
4.1.1 Recognise that shapes are made up of lines.	4.2.1 Illustrate known buildings using drawing media	4.3.1 Enjoy working creatively.	4. Illustrate familiar buildings in the community using	<ul style="list-style-type: none"> <li>Use any combination of 2 drawing media (pencils, coloured pencils, crayons) to</li> </ul>

## VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
4.1.2 Understand that lines and shapes can be used to create drawings.	(pencils, coloured pencils, crayons, pastels.)		drawing media.	illustrate one familiar building in the community. (4.1.1, 4.1.2, 4.2.1, 4.3.1) <ul style="list-style-type: none"> <li>Describe 2 lines and 2 shapes that were used in the drawing. (4.1.2)</li> </ul>
5.1.1 Become aware of the 3-dimensional nature of form in the environment.	5.2.1 Manipulate materials to construct 3-dimensional vehicles.  5.2.2 Prepare a diorama of a street in their community using vehicles and models of houses.	5.3.1 Develop awareness of their environment.  5.3.2 Enjoy working creatively in groups.	5a. Manipulate found and discarded materials to construct 3-dimensional vehicles.  5b. Prepare a diorama of a street in their neighbourhood using vehicles and models of houses.	<ul style="list-style-type: none"> <li>Work individually to construct one 3-dimensional vehicle using found and discarded materials (e.g. small boxes, bottle caps).(5.1, 5.2, 5.3.1)</li> <li>Collaborate in small groups to construct a diorama of a street in their neighbourhood using 3-dimensional vehicles and models of houses. (5.2.2, 5.3.2)</li> </ul>
				
1.1.1 Continue extension of basic dance vocabulary	1.2.1 Explore movement of the entire body in space while	1.3.1 Begin to develop courage and focus.	1a. Move entire body in general and personal space.	<ul style="list-style-type: none"> <li>Move entire body efficiently in general and personal space. (e.g. run, hop, walk, reach, and</li> </ul>


## VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
to include space and dynamic elements.	including expression of feelings.		1b. Use appropriate words/phrases to describe space and dynamic elements.	bend). ( 1.2.1, 1.3.1) <ul style="list-style-type: none"> <li>Use 4-6 appropriate words/phrases to describe space and dynamic elements used (e.g. forward, backward, lightly, freely). (1.1.1)</li> </ul>
2.1.1 Continue to develop appropriate dance sequences based on selected theme/ idea/ story line.	2.2.1 Explore collaborative skills. 2.2.2 Develop and refine presentation skills.	2.3.1 Building team work. 2.3.2 Nurture a sense of peer appreciation.	2a. Work in groups to develop and present more complex dance sequences based on selected theme/idea or storyline.  2b. Work co-operatively in groups.	<ul style="list-style-type: none"> <li>Collaborate in small groups to develop and present more complex 1-minute dance sequences of 6-8 steps based on selected theme/idea or storyline. (2.1.1, 2.2.1, 2.2.2, 2.3.1, 2.3.2)</li> <li>Willingly contribute ideas to the group and listen respectfully to the ideas of their peers. (2.3.1, 2.3.2)</li> </ul>
3.1.1 Begin to understand cultural context.	3.2.1 Use simple traditional steps to create dances based on their understanding of cultural forms (i.e. dance steps, costumes,	3.3.1 Develop respect for traditions.	3. Work in groups to create and present a short dance that reflects elements of our culture (Trinidad and Tobago).	<ul style="list-style-type: none"> <li>Collaborate in small groups to create and present a 1-minute cultural dance using 3-4 simple traditional steps previously learnt (e.g. heel and toe). (3.1.1, 3.2.1, 3.3.1)</li> <li>Use 2-3 elements of relevant</li> </ul>


## VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	context).			traditional costumes to enhance presentation (e.g. scarf, feather). (3.1.1, 3.2.1)
4.1.1 Research and present stories in movement.	4.2.1 Perform individually and in a group.	4.3.1 Develop creativity. 4.3.2 Develop respect for our heroes.	4a. Research stories about heroes both individually and collaboratively.  4b. Present findings through movement.	<ul style="list-style-type: none"> <li>• Work individually and in groups to research a short story (5-6 facts) about <b>one</b> hero of their choice. (4.1.1, 4.2.1, 4.3.2)</li> <li>• Use 5-6 different types of creative movement to present findings (individually and collaboratively). (4.1.1, 4.2.1, 4.3.1)</li> </ul>
5.1.1 Explore the body in stillness and motion.	5.2.1 Create movement sequences.	5.3.1 Develop creativity.	5. Create movement sequences involving stillness and motion.	<ul style="list-style-type: none"> <li>• Use the body to create 2-3 short movement sequences involving stillness and motion (5.1.1, 5.2.1, 5.3.1)</li> </ul>
6.1.1 Extend movement vocabulary to include new methods of locomotion	6.2.1 Use their bodies in innovative ways.	6.3.1 Develop self-confidence.	6a. Move in innovative ways.  6b. Describe selected methods of locomotion.	<ul style="list-style-type: none"> <li>• Use the body to move confidently in innovative ways (e.g. glide, somersault, flip). (6.2.1, 6.3.1)</li> </ul>

## VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> <li>Use 3-4 appropriate words or phrases to describe selected methods of locomotion. (6.1.1)</li> </ul>
				
1.1.1 Become aware of the use of facial expressions and hand gestures in communicating feelings.	1.2.1 Role-play relationships with family, friends and others.	1.3.1 Practice acceptable social skills.	1. Use facial expressions and hand gestures to communicate feelings.	<ul style="list-style-type: none"> <li>Given 2-3 specific scenarios, use appropriate facial expressions and hand gestures to communicate feelings of joy, sadness, anger, excitement and surprise (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Create a story based on a theme/ topic.	2.2.1 Develop scenarios based on a given theme/ topic.	2.3.1 Co-operate in group activities and appreciate the work of others.	2. Create a story and depict scenarios from the story.	<ul style="list-style-type: none"> <li>Collaborate in small groups to create a short story based on a given theme/topic.(2.1.1, 2.3.1)</li> <li>Develop and depict one scenario from the story. (2.2.1, 2.3.1)</li> </ul>
3.1.1 Understand the importance of	3.2.1 Role-play the varied effects of	3.3.1 Make right choices in the selection of	3. Role-play the varied effects of consuming	<ul style="list-style-type: none"> <li>Use appropriate actions to depict 3-4 effects of consuming</li> </ul>

## VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
consuming healthy foods.	consuming healthy and unhealthy foods.	foods.	healthy and unhealthy foods.	selected healthy or unhealthy foods. (3.1.1, 3.2.1, 3.3.1)
4.1.1 Identify characteristics of individuals who have made an impact in the child's life.	4.2.1 Create portfolios about individuals who have made an impact on their lives.	4.3.1 Build an appreciation for the personalities of others.	4. Create and present a simple portfolio.	Create and present a portfolio of 1-2 pages which includes pictures and 2-3 simple sentences about an individual who has impacted on his/her life. (4.1.1, 4.2.1, 4.3.1)
5.1.1 Understand that body, levels and shapes can be changed.	5.2.1 Create tableaux (still picture) using body, levels and shapes.  5.2.2 Discover new ways of moving the body.	5.3.1 Enjoy working with others.	5. Create tableaux by manipulating whole body, levels and shapes.	<ul style="list-style-type: none"> <li>Work in small groups to manipulate their bodies to create two tableaux, using at least 2 levels (high, middle, low). (5.1.1, 5.2.1, 5.2.2, 5.3.1)</li> </ul>
6.1.1 Devise methods of movement with the body to represent modes of transportation.	6.2.1 Manipulate the body to depict modes of transportation.	6.3.1 Develop team work	6. Manipulate the body to depict various modes of transportation.	<ul style="list-style-type: none"> <li>Collaborate in small groups to depict two modes of transportation using appropriate methods of locomotion. (6.1.1, 6.2.1, 6.3.1)</li> </ul>
				

## VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
1.1.1 Demonstrate an understanding of rhythm.	<p>1.2.1 Demonstrate a steady pulse or beat using body percussion and un-tuned percussion.</p> <p>1.2.2 Play simple rhythmic patterns on un-tuned percussion instruments as accompaniment.</p>		<p>1a. Maintain a steady pulse.</p> <p>1b. Play rhythmic patterns as accompaniment to songs and chants.</p>	<ul style="list-style-type: none"> <li>• Maintain a steady pulse/beat using body percussion and un-tuned percussion with increased accuracy (95-100%). (1.1.1, 1.2.1, 1.3.1)</li> <li>• Accurately play 2-4 simple rhythmic patterns by rote, on un-tuned percussion instruments to accompany simple songs and chants. (1.2.3, 1.3.1)</li> <li>• Create more complex rhythms to accompany, creative movements, songs and stories on un-tuned percussion instruments. (1.2.2, 1.3)</li> </ul>
2.1.1 Recognize instruments and their sounds.	2.2.1 Match instruments by sight and sound.	2.3.1 Begin to develop critical thinking skills	2. Name and match instruments by sight and sound.	<ul style="list-style-type: none"> <li>• Name a combination of 10 string, wind and percussion instruments by sight and sound. (2.1.1)</li> <li>• Match 10 instruments by sight and sound to their</li> </ul>

## VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				corresponding string, wind and percussion families. (2.2.1, 2.3.1)
3.1.1 Understand the concept of texture in music.	3.2.1 Experiment with creating different textures using their voices and classroom instruments.		3. Create sounds of different textures using their voices and classroom instruments.	<ul style="list-style-type: none"> <li>• Create 2-3 different musical textures using combinations of voice and 2-3 classroom un-tuned percussion instruments. (3.1.1, 3.2.1)</li> </ul>
4.1.1 Recognize the importance of pitch accuracy and a pleasing tone when singing.	4.2.1 Sing songs from a repertoire of folk, traditional and action songs.	4.3.1 Begin to build self-esteem.	4. Sing independently and in groups.	<ul style="list-style-type: none"> <li>• Sing 2 simple folk/traditional/ action songs by rote independently and in groups, with increased pitch accuracy (&gt;85%) and a pleasing tone. (4.1.1, 4.2.1, 4.3.1)</li> </ul>
5.1.1 Develop composition skills.	5.2.1 Compose new lyrics for short, simple familiar melodies.		5. Compose new lyrics for short, simple familiar melodies.	<ul style="list-style-type: none"> <li>• Add new words or phrases to simple familiar nursery rhymes or songs (5.1.1, 5.2.1, 6.3.1)</li> </ul>
6.1.1 Recognize	6.2.1 Demonstrate	6.3.1 Begin to recognise	6. Demonstrate melodic	<ul style="list-style-type: none"> <li>• Use their bodies to demonstrate</li> </ul>



## VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
contour in music.	melodic contour using their bodies.	their creativity.	contour.	the melodic contour of a short, simple song from their repertoire. (6.1.1, 6.2.1, 6.3.1)
7.1.1 Understand the musical concepts of duration (time) and tempo (speed).	7.2.1 Differentiate between <i>long</i> /short sounds (duration) and <i>slow/fast</i> tempi (speeds).	7.3.1 Improve their ability to listen attentively.	7. Demonstrate through movement, the concepts of <i>slow, fast, gradually getting slower</i> and <i>gradually getting faster</i> .	<ul style="list-style-type: none"> <li>Listen to 6-8 short musical excerpts and use body movements to indicate the following elements of duration and tempo: <i>long/short</i> sounds; <i>slow</i> and <i>fast</i>; <i>gradually getting slower/faster</i>. (7.1.1, 7.2.1, 7.3.1, 6.3.1)</li> </ul>
8.1.1 Develop an understanding of invented notation.	8.2.1 Invent a system to notate sounds and silences.	8.3.1 Enjoy working creatively.	8. Notate and play rhythms including silences, using invented graphic notation.	<ul style="list-style-type: none"> <li>Invent creative ways to notate a simple rhythm including sounds and silences. (8.1.1, 8.2.1, 8.3.1)</li> <li>Play their notated rhythms on un-tuned percussion instruments (8.1)</li> </ul>


# **Primary School Curriculum**

## **Visual and Performing Arts**

**(VAPA)**

**Standard 1**


## VAPA: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Recognise the 3-dimensional nature of form in objects.	1.2.1 Use the coil or pinch method to produce and decorate clay pots.	1.3.1 Gain awareness of our nation's past.	1. Use the coil or pinch method to produce and decorate clay pots that represent artefacts.	<ul style="list-style-type: none"> <li>Use the coil or pinch method to produce and decorate 2-3 clay pots that represent artefacts. (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Understand the concept of 3-dimensional figures.	2.2.1 Create hand puppets to represent various ethnic groups.	2.3.1 Develop respect and appreciation for other ethnic groups. 2.3.2 Enjoy working creatively	2. Create hand puppets.	<ul style="list-style-type: none"> <li>Use discarded materials to create a hand puppet to represent one of our ethnic groups (e.g., old sock, paper bag). (2.1.1, 2.2.1, 2.3.1, 2.3.2)</li> </ul>
3.1.1 Become aware of the ways in which lines and shapes can be used to create drawings.	3.2.1 Apply their knowledge of lines and shapes draw a picture of a family at work or at play.	3.3.1 Develop a sense of pride in their work.	3. Draw a picture of a family.	<ul style="list-style-type: none"> <li>Draw a picture of a family at work or at play. (3.1.1, 3.2.1, 3.3.1)</li> <li>Describe 4-5 lines and shapes that were used in the drawing. (3.1)</li> </ul>

**VAPA: STANDARD 1**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
4.1.1 Understand that lines and shapes can be used to communicate messages.	4.2.1 Create a simple poster to advertise a product.	4.3.1 Think critically. 4.3.2 Develop self-confidence.	4. Make and present a simple poster.	<ul style="list-style-type: none"> <li>• Create a simple poster consisting of 1-2 lines of text and one illustration to advertise a product that can be sold at school. (4.1.1, 4.2.1, 4.3.3)</li> <li>• Present the poster to the class giving 2 descriptions of lines and shapes used. (4.3.1, 4.3.2)</li> </ul>
5.1.1 Become aware of the properties and characteristics of materials used for making structures.	5.2.1 Create and decorate a mask.	5.3.1 Appreciate process in Art. 5.3.2 Begin to develop a sense of national pride.	5. Create and decorate a mask based on a ritual/celebration or a National Cultural Form.	<ul style="list-style-type: none"> <li>• Create and decorate a mask that depicts one aspect of a ritual/celebration or national cultural form. (5.1.1, 5.2.1, 5.3.1)</li> <li>• State 2 facts about the ritual/celebration/cultural form represented. (5.3.2)</li> </ul>


## VAPA: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Understand the importance of technique and style in traditional, folk and contemporary dance steps.	1.2.1 Demonstrate an awareness of the technique and style of traditional, folk and contemporary dances.	1.3.1 Build confidence.	1. Create traditional, folk and contemporary dance routines.	<ul style="list-style-type: none"> <li>Use appropriate technique and style to create a 1-minute dance routine which utilizes 3 different directions, 2 spatial formations and reflects a traditional, folk or contemporary style. (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Extend dance vocabulary to include the expression of moods.	2.2.1 Explore the connection between feelings and movement	2.3.1 Become more aware of feelings and moods.	2. Communicate a variety of moods through body language.	<ul style="list-style-type: none"> <li>Articulate 3 different moods through the expressive use of gestures, facial expression and whole body movement.(2.1.1, 2.2.1, 2.3.1)</li> </ul>
1.1.1 Understand the importance of technique and style in traditional, folk and contemporary dance steps.	1.2.1 Demonstrate an awareness of the technique and style of traditional, folk and	1.3.1 Build confidence.	1. Create traditional, folk and contemporary dance routines.	<ul style="list-style-type: none"> <li>Use appropriate technique and style to create a 1-minute dance</li> </ul>

**VAPA: STANDARD 1**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
	contemporary dances.			routine which utilizes 3 different directions, 2 spatial formations and reflects a traditional, folk or contemporary style. (1.1.1, 1.2.1, 1.3.1)
2.1.1 Extend dance vocabulary to include the expression of moods.	2.2.1 Explore the connection between feelings and movement	2.3.1 Become more aware of feelings and moods.	2. Communicate a variety of moods through body language.	<ul style="list-style-type: none"> <li>Articulate 3 different moods through the expressive use of gestures, facial expression and whole body movement.(2.1.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Become aware of the relationship between space and effort qualities in dance.	3.2.1 Create soundscapes to stimulate movements.  3.2.2 Respond creatively to soundscapes.	3.3.1 Enjoy working creatively.	3a Create sounds of varied durations and intensities.  3b Respond with appropriate movements to the sounds created.	<ul style="list-style-type: none"> <li>Create 3-4 sounds of varied durations, dynamics and intensities. (3.1.1, 3.2.1, 3.3.1)</li> <li>Respond to the sounds created using appropriate axial and locomotor movements with effort qualities (e.g., sudden/sustained)</li> </ul>

### VAPA: STANDARD 1


CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				in personal and general space). (3.2.2)
4.1.1 Gain an understanding of the nature and function of various artists/artistes.	4.2.1 Use creative movement to depict roles/activities of various artists/artistes (e.g., actors/singers).	4.3.1 Improve creativity.	4. Move creatively in varied ways to illustrate roles/activities of various artists/artistes.	<ul style="list-style-type: none"> <li>Move creatively in 3-4 appropriate ways to depict the roles/activities of at least two artistes/artists. (4.1.1, 4.2.1, 4.3.1)</li> </ul>
				
1.1.1 Understand the concept of levels.	1.2.1 Manipulate bodies in the exploration of personal space.	1.3.1 Develop self-awareness, confidence.	1. Demonstrate an understanding of levels.	<ul style="list-style-type: none"> <li>Move efficiently in personal space using 2-3 different levels (high, medium, low).(1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Communicate using mime and hand gestures.	2.2.1 Use bodies in expressing everyday activities.	2.3.1 Express self creatively	2. Communicate using mime and hand gestures	<ul style="list-style-type: none"> <li>Use 3-5 hand gestures only to communicate with peers (e.g., greetings) (2.1.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Communicate using	3.2.1 Present stories	3.3.1 Express self creatively.	3. Communicate using	

## VAPA: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
hands and voice.	using simple gestures, actions and voice inflections.	3.3.2 Develop self-confidence.	hands and voice.	<ul style="list-style-type: none"> <li>Use 6-8 simple gestures and actions and voice inflections to effectively present a short story. (3.1.1, 3.2.1, 3.3.1)</li> </ul>
4.1.1 Combine various sounds to arrive at a simple soundscape.	4.2.1 Produce a simple soundscape based on a given theme.	4.3.1 Express self creatively. 4.3.2 Develop an appreciation for the work of others.	4. Combine various sounds to produce a simple soundscape.	<ul style="list-style-type: none"> <li>Use a combination of items from their immediate surroundings, voice inflections and un-tuned percussion to produce a simple 1-minute soundscape based on a given theme. (4.1.1, 4.2.1, 4.3.1, 4.3.2)</li> </ul>
5.1.1 Perform ring games.	5.2.1 Manipulate body in the performance of ring games.	5.3.1 Enjoy playing ring games.	5. Combine movements of body parts to create simple actions in the performance of ring games.	<ul style="list-style-type: none"> <li>Effectively combine 2-3 simple body actions to perform ring games. (5.1.1, 5.2.1, 5.3.1)</li> </ul>
6.1.1 Become aware of how everyday actions can be	6.2.1 Role-play simple practices towards	6.3.1 Cooperate in group activities.	6. Role-play through the imitation of everyday	<ul style="list-style-type: none"> <li>Role-play healthy habits/practices by</li> </ul>



## VAPA: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
communicated by the use of body language.	healthy habits.		actions using posture, voice and hand gestures.	depicting simple scenarios using appropriate posture, voice inflections and hand gestures. (6.1.1, 6.2.1, 6.3.1)
				
1.1.1 Demonstrate an awareness of rhythm.	1.2.1 Use varied rhythms to accompany simple songs and chants on un-tuned percussion instruments.	1.3.1 Enjoy participating in musical activities.	1a. Imitate rhythmic phrases.	<ul style="list-style-type: none"> <li>• Imitate short, simple <b>rhythmic</b> phrases using body percussion and un-tuned percussion instruments. (1.1.1)</li> <li>• Maintain rhythmic patterns using body percussion and un-tuned percussion to accompany simple songs and chants. (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Demonstrate an awareness of pitch accuracy.	2.2.1 Differentiate between their speaking	2.3.1 Enjoy participating in musical activities.	2a. Imitate melodic phrases.	<ul style="list-style-type: none"> <li>• Imitate simple <b>melodic</b> phrases by rote using</li> </ul>

**VAPA: STANDARD 1**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
	and singing voices. 2.2.2 Imitate simple melodic phrases. 2.2.3 Sing simple songs from a repertoire of folk, traditional and action songs from memory.		2b. Sing simple songs. 2c. Demonstrate joy when participating in singing activities.	their singing voices with 70-75% pitch accuracy. (2.1.1, 2.2.1, 2.2.2) <ul style="list-style-type: none"> <li>• Sing 3 simple action/folk songs from memory in their singing voices, using correct pitches and appropriate actions. (2.1.1, 2.2.1, 2.2.3, 2.3.1)</li> <li>• Sing simple folk songs lustily and enthusiastically. (2.3.1)</li> </ul>
3.1.1 Recognize that different types of music evoke different types of responses.	3.2.1 Respond imaginatively to different types of music.	3.3.1 Become more aware of their creativity.	3a. Move imaginatively and creatively to different types of music.	<ul style="list-style-type: none"> <li>• Move imaginatively and creatively in two different ways to two slow/fast musical excerpts in varied meters. (3.1.1, 3.2.1, 3.3.1)</li> </ul>

## VAPA: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
4.1.1 Develop rhythmic composition skills.	4.2.1 Create simple rhythms using their bodies and un-tuned percussion instruments.	4.3.1 Begin to refine their creativity. 4.3.2 Begin to develop team work skills.	4a. Create simple rhythms. 4b. Collaborate in groups to present compositions.	<ul style="list-style-type: none"> <li>• Create simple rhythms using body percussion and un-tuned percussion instruments (4.1.1, 4.2.1, 4.3.1)</li> <li>• Create appropriate rhythms for un-tuned percussion instruments to accompany dances, songs and dramatic works. (4.1.1, 4.2.1, )</li> </ul>
				<ul style="list-style-type: none"> <li>• 4.3.1, 4.3.2)</li> <li>• Present their compositions in groups using at least <b>one</b> contribution from each group member (4.3.3)</li> </ul>
5.1.1 Learn about themselves and others and what their bodies can do.	5.2.1 Create actions to accompany songs.	5.3.1 Begin to appreciate their peers.	5. Create actions to accompany a variety of songs from the class	<ul style="list-style-type: none"> <li>• Work in groups to create 3-4 actions to</li> </ul>

**VAPA: STANDARD 1**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
			repertoire.	accompany at least <b>one</b> simple folk, traditional and action song performed from memory. (5.1.1, 5.2.1, 5.3.1)


# **Primary School Curriculum**

## **Visual and Performing Arts**


**(VAPA)**

**Standard 2**

**VAPA: STANDARD 2**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Understand the concept of space, texture and form through construction activities.	1.2.1 Create and apply colour to a relief model/ replica of Trinidad and Tobago using papier mache or clay.	1.3.1 Enjoy working creatively.	1. Create and paint a relief model using papier maché or clay.	<ul style="list-style-type: none"> <li>• Create a model/ replica of Trinidad and Tobago on a flat surface not smaller than 30 cm x 30 cm using papier maché or clay and apply appropriate colours to highlight physical features. (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Become aware of the elements of layout and design in poster making.	2.2.1 Create a poster about water conservation or protecting aquatic habitats.	2.3.1 Develop respect for the environment.	2. Create a poster using the elements of layout and design.	<ul style="list-style-type: none"> <li>• Create a poster about water conservation or protecting aquatic habitats using 3-4 appropriate words, a relevant picture/ illustration and a suitable border. (2.1.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Understand the	3.2.1 Prepare models	3.3.1 Develop an	3a. Make models and costumes	<ul style="list-style-type: none"> <li>• Work in small groups</li> </ul>

## VAPA: STANDARD 2


CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
concept of size, space, form and colour through construction activities.	and costumes to depict the resources of Trinidad and Tobago.	awareness of size, space, form and colour.  3.3.2 Appreciate working collaboratively.	to depict the resources of Trinidad and Tobago.  3b. Work collaboratively in groups.	using different materials and colours to make two items of different sizes (1 small/1 large) and one costume to depict the resources of Trinidad and Tobago. (3.1.1, 3.2.1, 3.3.1)  <ul style="list-style-type: none"> <li>Willingly contribute ideas to the group and listen respectfully to the ideas of others. (3.3.2)</li> </ul>
				
1.1.1 Continue development of body shape.  1.1.2 Relate shape to environment.	1.2.1 Connect levels and shape to understand and depict environmental forms.	1.3.1 Develop self-awareness.	1a. Carve shapes with their bodies in personal and general space at various levels.  1b. Use carved shapes to create forms.	<ul style="list-style-type: none"> <li>Use 3-4 shapes (narrow, ball, wide, spiral or tetrahedron) at high low and medium levels to</li> </ul>

**VAPA: STANDARD 2**


<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
				create 1-2 environmental forms that represent land features. (1.1.1, 1.2.1, 1.3.1)]
2.1.1 Recognize that stimuli can be used to initiate movement responses.	2.2.1 Use stimuli to create movements, sequences and dances that show understanding of role of water in our lives.	2.3.1 Foster awareness for the importance of water.	2. Use ideas /sounds from the daily use of water to influence movement possibilities.	<ul style="list-style-type: none"> <li>• Create a 1-minute dance sequence using at least four movements which incorporate elements of direction (left/up/forward), dynamics (sudden and sustained movements), and relationships (pairs/groups). (2.2.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Become aware of higher order space and dynamic elements.	3.2.1 Differentiate between the dynamic qualities of the movement as they move in space.	3.3.1 Enjoy dance activities.	3. Travel using a combination of space and dynamic elements.	<ul style="list-style-type: none"> <li>• Travel directly (straight line) or indirectly (varied directions) in general space using at least</li> </ul>



**VAPA: STANDARD 2**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				five/six heavy and light movements. (3.1.1, 3.2.1, 3.3.1)
				
1.1.1 Relate the stage locations (upstage, downstage, stage right, stage left) to the four cardinal points.	1.2.1 Locate parts of a stage through movement.	1.3.1 Cooperate in group activities.	1. Locate four main areas of a stage.	<ul style="list-style-type: none"> <li>• Move on stage to identify the four stage locations (upstage, downstage, stage right, stage left). (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Develop an understanding of tableaux (frozen images).	2.2.1 Create group tableaux.	2.3.1 Value the contributions of others towards the final product.	2a. Create group tableaux depicting land features.  2b. Work effectively as a team player.	<ul style="list-style-type: none"> <li>• In small groups, work together using bodies to create a tableau (frozen image) depicting one land feature. (2.1.1, 2.2.1, 2.3.1)</li> <li>• Accept the ideas of their peers and share ideas of their own</li> </ul>

**VAPA: STANDARD 2**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
				towards the common task. (2.3.1)
3.1.1 Identify different folk characters found in Trinidad and Tobago.	3.2.1 Role-play folk characters using voice, body movement and costume.	3.3.1 Participate in class presentations.  3.3.2 Gain a deeper respect for our heritage.	3. Role- play folk characters using voice, body movement and costume.	<ul style="list-style-type: none"> <li>Individually present one folk character using varied body movements, voice and costume. (3.1.1, 3.2.1, 3.3.1, 3.3.2)</li> </ul>
				
1.1.1 Recognize the importance of tone and tempo as they relate to good singing.	1.2.1 Sing more complex folk, traditional and nation building songs.	1.3.1 Develop self-confidence.	1. Sing folk, traditional and nation building songs independently and in groups.	<ul style="list-style-type: none"> <li>Sing 2-3 folk, traditional and nation building songs both independently and in groups at the correct tempo (speed) and with a pleasing tone. (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Recognize ostinati as repeated patterns.	2.2.1 Play ostinati (repeated patterns) on melodic instruments.	2.3.1 Recognise their creativity.	2. Play ostinati on melodic instruments to accompany familiar songs.	<ul style="list-style-type: none"> <li>Play two ostinati (repeated patterns) on melodic instruments</li> </ul>

**VAPA: STANDARD 2**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
				to accompany familiar songs, using appropriate technique. (2.1.1, 2.2.1, 2.3.1)
3.1.1 Recognize contour in music.	3.2.1 Describe the contour of given excerpts.		3. Depict the melodic contour (shape) of familiar songs/excerpts.	<ul style="list-style-type: none"> <li>Use their bodies and graphic representations to accurately depict the melodic contour (shape) of familiar songs/excerpts. (3.1.1, 3.2.1)</li> </ul>
4.1.1 Become aware of local genres (styles) in music.	4.2.1 Differentiate between contrasting local musical styles (Calypso, Parang, East Indian).	4.3.1 Develop critical thinking skills.	4. Differentiate between contrasting local musical styles.	<ul style="list-style-type: none"> <li>Orally describe 3 differences in the styles of 2 local musical excerpts (Calypso, Parang, and Chutney). (4.1.1, 4.2.1, 4.3.1)</li> </ul>
5.1.1 Become aware of structure in music.	5.2.1 Identify the basic form of selected musical excerpts.		5. Identify contrasting or repeated sections in a piece of music.	<ul style="list-style-type: none"> <li>Devise 2-3 creative ways to accurately illustrate contrasting</li> </ul>

**VAPA: STANDARD 2**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
				or repeated sections of selected excerpts. (5.1.1, 5.2.1, 4.3.1)
6.1.1 Develop composition skills.	6.2.1 Compose and play melodic answering phrases.		6. Compose and play short melodic answering phrases.	<ul style="list-style-type: none"> <li>• Compose and play two short melodic answering phrases on melodic instruments using appropriate technique. (6.1.1, 6.2.1)</li> </ul>



# **Primary School Curriculum**

## **Visual and Performing Arts**

### **(VAPA)**

### **Standard 3**


### VAPA: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Recognise that a combination of materials can be used to create 3-dimensional objects.	1.2.1 Construct models using various sculptural materials.	1.3.1 Appreciate aesthetic qualities of form. 1.3.2 Enjoy working creatively.	1. Construct a model of a boat using the assemblage or constructional method of sculpting.	<ul style="list-style-type: none"> <li>Construct a model of a boat by sticking or gluing various sculptural materials including coconut shells, fabric, sticks, paper, straws, string, etc. together. (1.1.1, 1.2.1, 1.3.1, 1.3.2)</li> </ul>
2.1.1 Understand that the elements and principles of design can be used in creating textiles.	2.2.1 Create replicas of flags using paint on fabric.	2.3.1 Develop leadership skills through group-work.	2. Use paint on fabric to create replicas of flags of Caribbean countries.	<ul style="list-style-type: none"> <li>Work in groups to create a textile no smaller than 20 cm x 30 cm by painting at least one replica of a flag of a Caribbean country onto fabric. (2.1.1, 2.2.1, 2.3.1)</li> </ul>
				
1.1.1 Understand how rhythm and	1.2.1 Respond to a wide range of	1.3.1 Work well with others.	1a. Use a wide range of accompaniment to	<ul style="list-style-type: none"> <li>In groups, create a one- minute</li> </ul>

**VAPA: STANDARD 3**


CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
dynamics can be incorporated to produce dance works.	accompaniment (live and recorded) to design sequences and dances.		stimulate movement ideas.  1b. Move appropriately to musical selections of various tempi (speeds).	piece, using 6 movements which incorporate fast, slow and moderate tempi.(1.1.1, 1.2.1, 1.3.1)
2.1.1 Deepen their understanding of their heritage.	2.2.1 Interpret and portray folk-tales individually or with others.	2.3.1 Appreciate and respect their cultural heritage.	2a. Interpret through movement the characteristics of a folk-lore character.  2b. Map out a floor pattern in general space, showing the beginning, middle and end of the dance.	<ul style="list-style-type: none"> <li>• Create a group piece which depicts a folk-lore character, using 5 movements, incorporating one floor pattern (e.g. diagonal, circle, line) with a clear beginning, middle and end. (2.1.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Understand the process involved in making a video to showcase selected styles/ themes of the Caribbean.	3.2.1 Research, prepare and present a video to showcase selected styles/ themes of the Caribbean.	3.3.1 Accept the views of others.	3a. Make relevant preparations for video in terms of rehearsal and sourcing appropriate costuming and	<ul style="list-style-type: none"> <li>• Work in groups to prepare adequately for a video presentation, through 2-4 rehearsals and procurement of relevant costumes and makeup. (3.1.1, 3.2.1, 3.3.1)</li> </ul>

### VAPA: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
			makeup. 3b Operate varied media to video tape pieces	<ul style="list-style-type: none"> <li>Each group takes turns in operating media (e.g. camera phones/video cameras) to videotape pieces performed by other groups (3.1.1, 3.2.1)</li> </ul>
				
1.1.1 Understand the functions of basic techniques of flashback and flash-forward.	1.2.1 Use flashback and flash-forward techniques in the development of a scenario.	1.3.1 Develop an appreciation for their oceans and beaches.	1. Create a scenario based on the theme <i>Oceans</i> , incorporating the techniques of flashback and flash forward.	<ul style="list-style-type: none"> <li>Create 2 short scenarios on the theme <i>Oceans</i> which include 2 flashback/flash forward scenes. (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Gain a deeper understanding of Trinidad and Tobago's festivals.	2.2.1 Present improvised scenes based on sacred and secular festivals.	2.3.1 Develop an appreciation for their local sacred and secular festivals.	2. Present improvised scenes based on sacred and secular festivals.	<ul style="list-style-type: none"> <li>Work in groups to present two improvised scenes from either a secular or sacred festival of Trinidad and Tobago.(2.1.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Compare the similarities and differences among festivals of Trinidad &	3.2.1 Demonstrate actions that are similarly and differently done in festivals in	3.3.1 Display tolerance when viewing or participating in unfamiliar festivals.	3. Create scenarios in small groups that show similarities and differences in festivals of Trinidad	<ul style="list-style-type: none"> <li>Collaborate in small groups to create and present scenarios which highlight similarities and differences observed in two local</li> </ul>



### VAPA: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Tobago.	Trinidad & Tobago.		& Tobago.	festivals that were viewed live, recorded or re-enacted. (3.1.1, 3.2.1, 3.3.1)
4.1.1 Gain an awareness of the features of festivals from other Caribbean countries.	4.2.1 In small groups, create presentations based on festivals from other Caribbean countries.	4.3.1 Develop an appreciation of their Caribbean based festivals.	4. Create presentations based on festivals from other Caribbean countries.	<ul style="list-style-type: none"> <li>In small groups, create a presentation which showcases one festival from one Caribbean country. (4.1.1, 4.2.1, 4.3.1)</li> </ul>
				
1.1.1 Recognize the impact of dynamics in music.	1.2.1 Play simple pieces from memory on melodic instruments.  1.2.2 Apply dynamics to familiar songs (loud/soft, crescendo/decrescendo).	1.3.1 Enjoy musical activities.	1. Play simple pieces from memory on melodic instruments, using proper technique and appropriate dynamics.	<ul style="list-style-type: none"> <li>Play 2 pieces from memory on melodic instruments using proper technique and appropriate dynamics (loud/soft, crescendo-(gradually getting louder and /decrescendo-gradually getting softer). (1.1.1, 1.2.1, 1.2.2)</li> </ul>
2.1.1 Recognize the importance of proper diction as it	2.2.1 Sing simple folk, traditional and nation building		2. Sing simple folk, traditional and nation building songs	<ul style="list-style-type: none"> <li>Sing folk, traditional and nation building songs independently and in groups with proper</li> </ul>

### VAPA: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
relates to good singing.	songs independently and in groups.		independently and in groups.	diction.([2.1.1, 2.2.1)
3.1.1 Become aware of meter in music.	3.2.1 Differentiate between simple duple, triple and quadruple meter.	3.3.1 Develop critical thinking skills.	3. Differentiate between simple duple, triple and quadruple meter.	<ul style="list-style-type: none"> <li>Differentiate between simple, duple, triple and quadruple meters by using appropriate movements to identify the strong and weak beats (clapping, tapping, stamping, patting). (3.1.1, 3.2.1, 3.3.1)</li> </ul>
4.1.1 Identify popular Caribbean artistes and their music.	4.2.1 Research the music of some popular Caribbean artistes and document their findings using varied media.	4.3.1 Work co-operatively in groups 4.3.2 Develop critical thinking skills.	4. Research the music of some popular Caribbean artistes and discuss and document their findings using varied media.	<ul style="list-style-type: none"> <li>Research the music of two popular Caribbean artistes and document their findings using a combination of at least three varied media (e.g. pictures, text, audio and video recordings). (4.1.1, 4.2.1, 4.3.1, 4.3.2)</li> </ul>
5.1.1 Understand how musical concepts and elements can be combined to compose songs, raps and jingles.	5.2.1 Compose and perform songs, raps and jingles on selected topics.	5.3.1 Recognise their creativity. 5.3.2 Develop self-confidence.	5. Compose and perform songs, raps and jingles on selected topics.	<ul style="list-style-type: none"> <li>Apply understanding of <i>pitch, rhythm, texture, dynamics</i> and <i>structure</i> to compose and perform one song/rap/jingle on a selected topic. (5.1.1, 5.2.1, 5.3.1, 5.3.2)</li> </ul>


# **Primary School Curriculum**

## **Visual and Performing Arts**


### **(VAPA)**

#### **Standard 4**

**VAPA: STANDARD 4**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
				
1.1.1 Become aware of the variation of line, shape, texture, colour and tone in 3-dimensional work.	1.2.1 Produce models of media items using various materials.	1.3.1 Begin to discover their creativity.	1. Produce models of different media items.	<ul style="list-style-type: none"> <li>Produce one small model of a media item (e.g. cell phone, computer or television) using a variety of materials including boxes, paper, glue or bottle caps. (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Understand that balance, repetition, contrast, pattern and rhythm can be used in creating 3-dimensional work.	2.2.1 Use a hanger and string to construct mobiles depicting models created.	2.3.1 Appreciate the elements and principles of design in creating objects.	2a. Construct mobiles using models created.	<ul style="list-style-type: none"> <li>Construct mobiles to be suspended from the classroom ceiling by using string to attach models to a hanger. (2.1.1, 2.2.1, 2.3.1)</li> </ul>


**VAPA: STANDARD 4**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>3.1.1 Understand that drawings and diagrams can be used to solve design problems and to clarify and develop ideas.</p>	<p>3.2.1 Create Narrative Drawings, cartoons or comic strips illustrating how change in technology impacts the Arts.</p>	<p>3.3.1 Become responsive to change and its impact.</p>	<p>3. Create a Narrative Drawing, cartoon or comic strip.</p>	<ul style="list-style-type: none"> <li>• Create a Narrative Drawings, cartoon or comic strip of 4-5 panels using appropriate lettering and illustrations to show how change in technology impacts the Arts. (3.1.1, 3.2.1, 3.3.1)</li> </ul>
				
<p>1.1.1 Gain an understanding of the elements of a production (presentation, costume, characterization, dance, music and staging).</p>	<p>1.2.1 Identify the elements of a dance production.</p>	<p>1.3.1 Appreciate and assess performances.</p>	<p>1a. Identify features integral to a dance performance.</p> <p>1b. Critique dance performances.</p>	<ul style="list-style-type: none"> <li>• View 2-3 dance performances and identify at least three important features (e.g. number of dancers, type of space, costuming, lighting, accompaniment, impact of</li> </ul>

**VAPA: STANDARD 4**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
				performance).(1.1.1, 1.2.1) <ul style="list-style-type: none"> <li>• Critique the performances viewed, giving at least three supporting statements.(1.1.1,1.3.1 )</li> </ul>
2.1.1 Offer solutions to various social problems through movement exploration.	2.2.1 Combine movement and language to comment on social issues.	2.3.1 Develop confidence in articulating ideas.	2. Use interpretive movement to highlight and comment on social issues.	<ul style="list-style-type: none"> <li>• Create a 1-2 minute narrative dance piece depicting one social issue featured in the local newspapers (flooding, crime, child abuse).(2.1.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Understand the protocol of performance – preparation, teamwork and	3.2.1 Perform at a school or public event.	3.3.1 Develop discipline and confidence.	3. Practise proper performance behaviour.	<ul style="list-style-type: none"> <li>• Exhibit appropriate behaviour before, during and after performances by</li> </ul>

**VAPA: STANDARD 4**


CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>presentation.</p> <p>3.1.2 Make connections between role and performance.</p>				<p>attending regular rehearsals with a positive attitude, giving their best on stage and assisting with post-performance activities (e.g. packing and storing costumes). (3.1.1, 3.1.2, 3.2.1, 3.3.1)</p>
				
<p>1.1.1 Demonstrate a deeper understanding of the process involved in creating a portfolio.</p>	<p>1.2.1 Select articles, advertisements and pictures to be placed in their portfolios and used in the development of a scenario.</p> <p>1.2.2 Develop a scenario based on articles, advertisements, and pictures collected in</p>	<p>1.3.1 Work towards an agreed goal.</p>	<p>1a. Develop a scenario based on articles, advertisements, and pictures collected in their drama portfolio.</p>	<ul style="list-style-type: none"> <li>In small groups, create and present one scenario from information collected from articles, advertisements and pictures. (1.1.1, 1.2.1, 1.2.2, 1.3.1)</li> </ul>

**VAPA: STANDARD 4**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
	their drama portfolio.			
2.1.1 Recognize the elements of a production/ presentation. (e.g. costume, characterization, dance, music and staging).	2.2.1 Investigate through research the elements of a production.	2.3.1 Develop critical thinking skills.	2. Investigate the elements of a production.	<ul style="list-style-type: none"> <li>State any three production elements observed in a live/recorded presentation/production and give a brief explanation of each. (2.1.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Demonstrate an understanding of the techniques involved in sculpting and mirroring using bodies.	3.2.1 Develop techniques of consistency in mirroring and sculpting.	3.3.1 Develop a sense of accomplishment through teamwork..	3a. Create a sculpted piece.  3b. Mirror movements	<ul style="list-style-type: none"> <li>Working in pairs, use bodies to create a sculpted piece based on theme given. (3.1.1, 3.2.1, 3.3.1)</li> <li>Working in pairs, mirror 4-6 body movements done by a partner, paying close attention to detail.</li> </ul>



**VAPA: STANDARD 4**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				[3.1, 3.2, 3.3]
				
1.1.1 Analyse popular musical genres from the Caribbean.	1.2.1 Aurally identify characteristic rhythmic and melodic patterns of popular musical genres in the Caribbean.	1.3.1 Develop critical thinking skills.	1. Aurally identify characteristic rhythmic and melodic patterns of popular musical genres in the Caribbean.	<ul style="list-style-type: none"> <li>• Clap/tap/play characteristic rhythmic patterns of popular Caribbean musical genres. (1.1.1, 1.2.1, 1.3.1)</li> <li>• Sing/play characteristic melodic patterns of popular Caribbean musical genres. (1.2.1)</li> </ul>
2.1.1 Recognize form (structure) in music.	2.2.1 Identify the form of familiar and unfamiliar musical excerpts.		2. Analyse selected aural musical excerpts to identify the form.	<ul style="list-style-type: none"> <li>• Identify the form (structure) of 8-10 musical excerpts as being <i>call and response, verse and</i></li> </ul>

**VAPA: STANDARD 4**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p><i>chorus</i> or <i>solo/chorus</i>. (2.1.1, 2.2.1, 1.3.1)</p> <ul style="list-style-type: none"> <li>Classify 8-10 selected pieces according to Form (Call and Response, Verse and Chorus, Solo/Chorus). (2.1.1, 2.2.1, 1.3.1)</li> </ul>
<p>3.1.1 Understand how musical concepts and elements can be combined to create and document short pieces.</p>	<p>3.2.1 Compose pieces using melodic instruments.</p> <p>3.2.2 Document their compositions using varied media.</p>	<p>3.3.1 Develop self –esteem.</p>	<p>3. Compose and document short pieces of music.</p>	<ul style="list-style-type: none"> <li>Compose and perform short pieces of music on melodic instruments using proper technique and tone. (3.1.1, 3.2.1)</li> <li>Document composition using varied media (e.g. recording, videotaping, and invented notation). (3.1.1, 3.2.2)</li> </ul>

**VAPA: STANDARD 4**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
4.1.1 Recognize how correct breathing and expression contribute to good singing.	4.2.1 Sing nation building songs and songs from other Caribbean islands.  4.2.2 Sing independently and in groups.		4. Sing nation building songs and songs from other Caribbean islands.	<ul style="list-style-type: none"> <li>• Sing nation building songs and songs from other Caribbean islands with correct breathing, appropriate expression and &gt;80% pitch accuracy, both independently and in groups. [4.1, 4.2.1, 4.2.2]</li> </ul>
5.1.1 Become aware of the different melodies contained in two-part songs.	5.2.1 Play two-part pieces by rote.  5.2.2 Become more competent on melodic instruments.		5. Play two-part pieces by rote on melodic instruments.	<ul style="list-style-type: none"> <li>• Perform simple two-part pieces by rote on melodic instruments using proper technique and with &gt;80% rhythmic and pitch accuracy. (5.1.1, 5.2.1, 5.2.2)</li> </ul>


# **Primary School Curriculum**

## **Visual and Performing Arts**


**(VAPA)**

**Standard 5**


**VAPA: STANDARD 5**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
				
<p>1.1.1 Demonstrate ways to solve problems through the use of the elements and principles of design.</p>	<p>1.2.1 Prepare simple props and costumes for a scenario, production or presentation that showcases Trinidad and Tobago to the world.</p> <p>1.2.2 Use pictures taken to document activities in a portfolio.</p>	<p>1.3.1 Develop National Pride and loyalty to country.</p> <p>1.3.2 Develop a sense of accomplishment.</p>	<p>1a. Create simple props and costumes.</p> <p>1b. Create a portfolio applying the elements and principles of design.</p>	<ul style="list-style-type: none"> <li>• Use various materials to create at least two (2) simple props and one (1) costume for a planned scenario, production or presentation that showcases Trinidad and Tobago to the world. (1.1.1, 1.2.1, 1.3.1, 1.3.2)</li> <li>• Apply the elements and principles of design to create a portfolio of 5-10 pages using pictures taken, appropriate letters/words and relevant illustrations to document activities</li> </ul>


**VAPA: STANDARD 5**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				from a planned scenario, production or presentation.(1.2.2, 1.3.2)
				
<p>1.1.1 Demonstrate knowledge of the heritage/culture of Trinidad and Tobago.</p> <p>1.1.2 Demonstrate an understanding of movement elements in dance.</p>	<p>1.2.1 Explore the creative use of movement elements to highlight the heritage/culture of Trinidad and Tobago to the world.</p> <p>1.2.2 Select appropriate music for accompaniment.</p>	<p>1.3.1 Work harmoniously with others towards a shared goal.</p> <p>1.3.2 Display a sense of national pride and loyalty to country.</p>	<p>1a. Create and present dances to highlight the culture/heritage of Trinidad and Tobago using appropriate music/accompaniment.</p>	<ul style="list-style-type: none"> <li>• Execute at least 6-8 steps specific to dances from seasonal local festivals/celebrations (e.g., Carnival – sailor, Indian Arrival Day- Jharoo (short broom dance), Christmas- Castilian) with appropriate music/accompaniment . (1.1.1, 1.1.2, 1.2.1, 1.3.1, 1.3.2)</li> <li>• Arrange movements</li> </ul>

**VAPA: STANDARD 5**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
				by incorporating the elements of space, dynamics, timing and relationships. (1.1.2, 1.2.1)
2.1.1 Understand the process involved in journal writing.	2.2.1 Document the process using varied media.		2. Document reflection of the process in a journal.	<ul style="list-style-type: none"> <li>Document the creative process in a journal (2-3 pages) using varied media (text, pictures, and video recordings). (2.1.1, 2.2.1)</li> </ul>
				
1.1.1 Demonstrate an understanding of stage locations and elements of production/presentation (e.g., Costume, characterization, dance, music and staging).	1.2.1 Create scenarios on given theme.	1.3.1 Develop National Pride and loyalty to country.	1. Create scenarios that showcase Trinidad and Tobago to the world.	<ul style="list-style-type: none"> <li>In large groups, create one (1) presentation using at least three (3) elements of production that showcase Trinidad &amp; Tobago to the world.</li> </ul>

**VAPA: STANDARD 5**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				(1.1.1, 1.2.1, 1.3.1)
2.1.1 Document the production process by creating a journal/portfolio to showcase Trinidad and Tobago to the world.	2.2.1 Document and present the production process using varied media (e.g., film, pictures, artefacts, journals and portfolios).	2.3.1 Develop a sense of accomplishment through teamwork.	2. In groups, create a presentation that documents the production process using the best pieces of research material gathered in a journal or portfolio.	<ul style="list-style-type: none"> <li>In groups, present the production process that was recorded and which reflects use of at least 3 components. (2.1.1, 2.2.1, 2.3.1)</li> </ul>
				
1.1.1 Understand how expression and correct breathing technique contribute to good singing.	1.2.1 Sing nation building songs and songs from the Caribbean regions and around the world.  1.2.2 Sing independently and in groups.	1.3.1 Build self-confidence.	1. Sing nation building songs and other songs from the Caribbean regions and around the world, both independently and in groups.	<ul style="list-style-type: none"> <li>Sing nation building songs and other songs from the Caribbean regions and around the world both independently and in groups, with increased expression, correct breathing technique and 85-90% pitch</li> </ul>



**VAPA: STANDARD 5**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
				accuracy. (1.1.1, 1.2.1, 1.2.2, 1.3.1)
2.1.1 Recognize the different melodies contained in two-part songs.	2.2.1 Sing two-part songs by rote.	2.3.1 Build teamwork skills.	2. Sing more complex two-part songs by rote with increased pitch accuracy.	<ul style="list-style-type: none"> <li>• Sing more complex two-part songs by rote in groups and with a partner, demonstrating increased pitch accuracy. (2.1.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Become more competent on melodic instruments.	3.2.1 Play two -part pieces by rote on melodic instruments in simple meters and compound duple meter.			<ul style="list-style-type: none"> <li>• Play two-part pieces by rote on melodic instruments in simple meters and compound duple meter using proper technique. (3.1.1, 3.2.1)</li> </ul>
4.1.1 Understand the process involved in analysing	4.2.1 Apply their knowledge of	4.3.1 Develop critical thinking skills.	4a. Apply knowledge of musical concepts and	<ul style="list-style-type: none"> <li>• Identify prominent rhythms, meters,</li> </ul>

**VAPA: STANDARD 5**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
music.	musical concepts and elements to listen critically to a variety of local or foreign music.  4.2.2 Create a digital compilation of a variety of local music.		elements to analyse a range of local and foreign music.  4b. Create a digital compilation of a variety of local music.	genres, instruments and textures in a variety of local and foreign music. (4.1.1, 4.2.1)  <ul style="list-style-type: none"> <li>• Create a digital compilation of 8-10 selections of a variety of local music that best represents our cultural diversity. (4.2.2, 4.3.1)</li> <li>• Include at least one reason to justify each selection. (4.2.2)</li> </ul>