



**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

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Primary School Curriculum

Visual and Performing Arts (VAPA)

Infants 1

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	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.	- 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) - Create a collage of personal items using 3-5 materials of varying textures (rough, smooth, hard, and soft). (1.2.1, 1.3.1)
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.	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)

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
3.1.1 Become aware of patterns in their surroundings.	3.2.1 Identify patterns created by objects in their immediate environment. 3.2.2 Create a pattern using handprints.		3a. Describe patterns formed by the combination of shapes or colours in their immediate environment. 3b. Create a pattern using handprints.	- Accurately describe the patterns formed by the combination of shapes or colours of 2 objects in their immediate environment. (3.1.1, 3.2.1, 4.3.1) - 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)
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.	Accurately identify the lines and shapes of 2-3 objects from their immediate environment. (4.1.1, 4.2.1, 4.3.1)
5.1.1 Become aware that objects take up space.	5.2.1 Make basic structures/ models of familiar buildings using		5a. Construct a model of a familiar building from their environment.	Use play dough to create a structure/model of one familiar building utilizing any combination of the following

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	play dough.		5b. Assess the size of the space their model occupies.	geometric flat shapes: square, rectangle, triangle, and circle. (5.1.1, 5.2.1) Describe the space occupied by their model as <i>big</i>, <i>small</i>, <i>very big</i> or <i>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.	- 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) - Produce a rubbing collage by shading on various textural surfaces. (6.2.1, 6.3.1)
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.	Make a simple pattern using repeated designs created by shading on two contrasting textural surfaces. (7.1.1, 7.2.1, 6.3.2)

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
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.	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)
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. 9.3.2 Develop acceptance of the work of others.	9. Compare and contrast artwork of self and others.	Describe 3 ways in which their work differs from that of their 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.	- 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) - Produce a simple sign consisting of one sentence and an appropriate picture/illustration. (10.1.1, 10.2.2, 10.3.1)

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				
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.	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)
2.1.1 Begin to use body shapes to mirror forms and structures in their immediate environment.	2.2.1 Explore shapes through isolation of body parts.	2.3.1 Develop self-discipline.	2. Mirror forms and structures from their immediate environment.	Isolate body parts to create 3 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	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.	Demonstrate 2 appropriate methods to travel efficiently in general space. (3.1.1, 3.2.1, 3.3.1)

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
between space and movement.				• Demonstrate 2 ways to move efficiently in personal space. (3.1.1, 3.2.1, 3.3.1) • Move at 3 different levels – high, medium and low in general and personal space. (3.1.1, 3.2.1)
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). 4b. Move in personal space while working with others.	• 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) • 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)

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
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.	• Maintain a steady pulse through moving to different pieces of music in. (5.1.1, 5.2.1) • Move in time to music in various meters. (5.1.1, 5.2.1, 5.3.1) • Accentuate the strong beat of each meter with a footfall (stamp). (5.1.1, 5.2.1)
6.1.1 Develop appropriate dance sequences based on selected theme/ idea/ story line.	6.2.1 Matching movement to theme/ idea/ story line.	6.3.1 Begin to develop a sense of team spiritedness.	6a. Collaborate in groups to develop and perform a one minute dance sequence. 6b. Demonstrate a	• Work in small groups to present a one- minute dance sequence based on selected theme/idea/storyline using the previously learnt dance elements of body action,

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
			sense of team spirit.	space, relationships and time (pulse and meter). (6.1.1, 6.2.1, 6.3.1) Willingly contribute ideas to the group and listen respectfully to the ideas of others. (6.3.1)
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.	- Move efficiently in general and personal space without colliding with others. (7.1.1, 7.3.1) - Move efficiently in personal and general space in varied directions (left/ right, forward/backward, up/down). (7.2.1, 7.3.1) - Use hands/feet/heads to create 6 floor patterns using vertical and horizontal lines and curves (e.g. letters of the

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				alphabet).(7.2.1, 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/	Move efficiently in personal space using 2-3 different levels (high, medium, low). (1.1.1, 1.2.1, 1.3.1)
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.	Use 3-5 hand gestures only to communicate with peers (e.g. greetings). (2.1.1, 2.2.1, 2.3.1)
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.	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)
4.1.1 Become aware of the process	4.2.1 Produce a simple	4.3.1 Develop an appreciation for	4. Combine various sounds to produce	Use a combination of items from their immediate

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
involved in creating a soundscape.	soundscape.	the work of others.	a simple soundscape.	surroundings in addition to 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)
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.	Effectively combine 2-3 simple body actions while singing to perform ring games. (5.1.1, 5.2.1, 5.3.1)
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.	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)

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Demonstrate an awareness of rhythm	1.2.1 Demonstrate a steady beat. 1.2.2 Maintain a steady beat using body percussion and non-tuned percussion. 1.2.3 Imitate rhythmic patterns.	1.3 Enjoy participating in musical activities.	1a. Demonstrate a steady beat. 1b. Maintain a steady beat to accompany simple songs and chants. 1c. Imitate rhythmic patterns.	- Step to the steady beat of an 8-bar musical excerpt. (1.1.1, 1.2.1) - Maintain a steady beat using body percussion and un-tuned percussion to accompany simple songs and chants. (1.1.1, 1.2.2) - Imitate short simple rhythmic phrases using body percussion and non-tuned percussion instruments.
2.1.1 Demonstrate an awareness of pitch accuracy.	2.2.1 Differentiate between their speaking and singing voices. 2.2.2 Imitate simple		2a. Imitate melodic phrases. 2b. Sing simple songs.	Imitate simple melodic phrases by rote, using their singing voices with 70-75% pitch accuracy. (2.1.1, 2.2.1, 2.2.2)

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	melodic phrases. 2.2.3 Sing simple songs from a repertoire of folk, traditional and action songs from memory.			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)
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.	- 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) - Sing simple folk songs lustily and enthusiastically. (3.3.2)
4.1.1 Recognize sounds from the environment.	4.2.1 Describe and classify sounds into families. 4.2.2 Differentiate	4.3.1 Begin to develop critical thinking skills.	4a Identify and classify different types of sounds from their environment.	Identify and classify 10 sounds from the environment into the following families, giving reasons for their

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	between sounds of different volumes and pitches.		4b Discriminate between loud/soft and high/low sounds in their environment.	choices: <i>machines, weather, animals, people, and musical instruments.</i> (4.1.1, 4.2.1, 4.3.1) Classify 10 sounds/pitches into categories of loud/soft and high/low. (4.1.1, 4.2.2, 4.3.1)
5.1.1 Develop composition skills.	5.2.1 Create simple rhythms using their bodies and non-tuned percussion instruments.	5.3.1 Begin to refine their creativity. 5.3.2 Begin to develop team work skills.	5a. Create simple rhythms. 5b. Collaborate in groups to present compositions.	- Create simple rhythms using their bodies and non-tuned percussion instruments. (6.1.1, 5.2.1, 5.3.1) - Create appropriate rhythms for non-tuned percussion instruments to accompany dances, songs and dramatic works. (5.1.1, 5.2.1, 5.3.1, 5.3.2) - Present their compositions in groups utilizing at least one

VAPA: INFANTS 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				contribution from each group member (5.3.2)
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.	Work in groups to create 3-4 actions to accompany at least one simple folk, traditional or action song performed from memory. (6.1.1, 6.2.1, 6.3.1)

Primary School Curriculum

Visual and Performing Arts (VAPA)

Infants 2

VAPA CONTENT STANDARDS: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	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.	Use 3-4 given materials to produce a hand puppet representing a familiar person. (1.1.1, 1.2.1, 1.3.1)
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.	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)
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.	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)

VAPA CONTENT STANDARDS: INFANTS 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
4.1.1 Recognise that shapes are made up of lines. 4.1.2 Understand that lines and shapes can be used to create drawings.	4.2.1 Illustrate known buildings using drawing media (pencils, coloured pencils, crayons, pastels.)	4.3.1 Enjoy working creatively.	4. Illustrate familiar buildings in the community using drawing media.	- Use any combination of 2 drawing media (pencils, coloured pencils, crayons) to illustrate one familiar building in the community. (4.1.1, 4.1.2, 4.2.1, 4.3.1) - Describe 2 lines and 2 shapes that were used in the drawing. (4.1.2)
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.	- 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) - 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)

VAPA CONTENT STANDARDS: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Continue extension of basic dance vocabulary to include space and dynamic elements.	1.2.1 Explore movement of the entire body in space while including expression of feelings.	1.3.1 Begin to develop courage and focus.	1a. Move entire body in general and personal space. 1b. Use appropriate words/phrases to describe space and dynamic elements.	- Move entire body efficiently in general and personal space. (e.g. run, hop, walk, reach, and bend). (1.2.1, 1.3.1) - Use 4-6 appropriate words/phrases to describe space and dynamic elements used (e.g. forward, backward, lightly, freely). (1.1.1)
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.	- 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) - Willingly contribute ideas to the group and listen

VAPA CONTENT STANDARDS: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				respectfully to the ideas of their peers. (2.3.1, 2.3.2)
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, context).	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).	- 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) - Use 2-3 elements of relevant 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.	- Work individually and in groups to research a short story (5-6 facts) about one hero of their choice. (4.1.1, 4.2.1, 4.3.2) - Use 5-6 different types of creative movement to present findings (individually and collaboratively). (4.1.1,

VAPA CONTENT STANDARDS: INFANTS 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				4.2.1, 4.3.1)
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.	Use the body to create 2-3 short movement sequences involving stillness and motion (5.1.1, 5.2.1, 5.3.1)
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.	- Use the body to move confidently in innovative ways (e.g. glide, somersault, flip). (6.2.1, 6.3.1) - Use 3-4 appropriate words or phrases to describe selected methods of locomotion. (6.1.1)
				
1.1.1 Become aware of the use of facial expressions and hand gestures in	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.	Given 2-3 specific scenarios, use appropriate facial expressions and hand gestures to communicate feelings of joy, sadness, anger, excitement and

VAPA CONTENT STANDARDS: INFANTS 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
communicating feelings.				surprise (1.1.1, 1.2.1, 1.3.1)
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.	- Collaborate in small groups to create a short story based on a given theme/topic.(2.1.1, 2.3.1) - Develop and depict one scenario from the story. (2.2.1, 2.3.1)
3.1.1 Understand the importance of consuming healthy foods.	3.2.1 Role-play the varied effects of consuming healthy and unhealthy foods.	3.3.1 Make right choices in the selection of foods.	3. Role-play the varied effects of consuming healthy and unhealthy foods.	Use appropriate actions to depict 3-4 effects of consuming 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,

VAPA CONTENT STANDARDS: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				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.	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)
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.	Collaborate in small groups to depict two modes of transportation using appropriate methods of locomotion. (6.1.1, 6.2.1, 6.3.1)
				
1.1.1 Demonstrate an understanding of rhythm.	1.2.1 Demonstrate a steady pulse or beat using body percussion and un-tuned percussion.		1a. Maintain a steady pulse. 1b. Play rhythmic patterns as accompaniment to	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)

VAPA CONTENT STANDARDS: INFANTS 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	1.2.2 Play simple rhythmic patterns on un-tuned percussion instruments as accompaniment.		songs and chants.	- 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) - Create more complex rhythms to accompany dances, songs and stories on un-tuned percussion instruments. (1.2.2, 1.3)
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.	- Name a combination of 10 string, wind and percussion instruments by sight and sound. (2.1.1) - Match 10 instruments by sight and sound to their corresponding string, wind and percussion families. (2.2.1, 2.3.1)

VAPA CONTENT STANDARDS: INFANTS 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
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.	Create 2-3 different musical textures using combinations of voice and 2-3 classroom un-tuned percussion instruments. (3.1.1, 3.2.1)
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.	Sing 2 simple folk/traditional/ action songs by rote independently and in groups, with increased pitch accuracy (>85%) and a pleasing tone. (4.1.1, 4.2.1, 4.3.1)
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.	Add a new verse of 2-4 lines to simple familiar nursery rhymes or songs (5.1.1, 5.2.1, 6.3.1)
6.1.1 Recognize contour in music.	6.2.1 Demonstrate melodic contour using their bodies.	6.3.1 Begin to recognise their creativity.	6. Demonstrate melodic contour.	Use their bodies to demonstrate the melodic contour of a short, simple song from their repertoire.

VAPA CONTENT STANDARDS: INFANTS 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				(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/short</i> 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> .	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)
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.	- Invent creative ways to notate a simple rhythm including sounds and silences. (8.1.1, 8.2.1, 8.3.1) - Play their notated rhythms on un-tuned percussion instruments (8.1)

Primary School Curriculum

Visual and Performing Arts

(VAPA)

Standard 1

VAPA CONTENT STANDARDS: STANDARD 1				
CONTENT	SKILLS	DISPOSITION	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.	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)
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.	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)
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.	Draw a picture of a family at work or at play. (3.1.1, 3.2.1, 3.3.1)

VAPA CONTENT STANDARDS: STANDARD 1				
				Describe 4-5 lines and shapes that were used in the drawing. (3.1)
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.	- 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) - Present the poster to the class giving 2 descriptions of lines and shapes used. (4.3.1, 4.3.2)
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.	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)

VAPA CONTENT STANDARDS: STANDARD 1				
				State 2 facts about the ritual/celebration/cultural form represented. (5.3.2)
				
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.	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)
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.	Articulate 3 different moods through the expressive use of gestures, facial expression and whole body movement.(2.1.1,

VAPA CONTENT STANDARDS: STANDARD 1				
				2.2.1, 2.3.1)
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.	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)
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.	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)
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	3.3.1 Enjoy working creatively.	3a Create sounds of varied durations and intensities. 3b Respond with	Create 3-4 sounds of varied durations, dynamics and intensities. (3.1.1, 3.2.1, 3.3.1)

VAPA CONTENT STANDARDS: STANDARD 1				
	creatively to soundscapes.		appropriate movements to the sounds created.	Respond to the sounds created using appropriate axial and locomotor movements with effort qualities (e.g., sudden/sustained) 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.	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)
				
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.	Move efficiently in personal space using 2-3 different levels (high, medium, low).(1.1.1, 1.2.1,

VAPA CONTENT STANDARDS: STANDARD 1				
				1.3.1)
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	Use 3-5 hand gestures only to communicate with peers (e.g., greetings) (2.1.1, 2.2.1, 2.3.1)
3.1.1 Communicate using hands and voice.	3.2.1 Present stories using simple gestures, actions and voice inflections.	3.3.1 Express self creatively. 3.3.2 Develop self-confidence.	3. Communicate using hands and voice.	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)
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.	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)

VAPA CONTENT STANDARDS: STANDARD 1				
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.	Effectively combine 2-3 simple body actions to perform ring games. (5.1.1, 5.2.1, 5.3.1)
6.1.1 Become aware of how everyday actions can be communicated by the use of body language.	6.2.1 Role-play simple practices towards healthy habits.	6.3.1 Cooperate in group activities.	6. Role-play through the imitation of everyday actions using posture, voice and hand gestures.	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)
				
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.	- Imitate short, simple rhythmic phrases using body percussion and un-tuned percussion instruments. (1.1.1) - Maintain rhythmic patterns using body

VAPA CONTENT STANDARDS: STANDARD 1				
				percussion and un-tuned percussion to accompany simple songs and chants. (1.1.1, 1.2.1, 1.3.1)
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.	2.3.1 Enjoy participating in musical activities.	2a. Imitate melodic phrases. 2b. Sing simple songs. 2c. Demonstrate joy when participating in singing activities.	• Imitate simple melodic phrases by rote using their singing voices with 70-75% pitch accuracy. (2.1.1, 2.2.1, 2.2.2) • 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) • Sing simple folk songs lustily and enthusiastically. (2.3.1)

VAPA CONTENT STANDARDS: STANDARD 1				
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.	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)
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.	- 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) - Classify 10 sounds/pitches into categories of loud /soft and high/low (4.1.1, 4.2.2, 4.3.1)

VAPA CONTENT STANDARDS: STANDARD 1				
5.1.1 Develop rhythmic composition skills.	5.2.1 Create simple rhythms using their bodies and un-tuned percussion instruments.	5.3.1 Begin to refine their creativity. 5.3.2 Begin to develop team work skills.	5a. Create simple rhythms. 5b. Collaborate in groups to present compositions.	• Create simple rhythms using their bodies and un-tuned percussion instruments (5.1.1, 5.2.1, 5.3.1) • Create appropriate rhythms for un-tuned percussion instruments to accompany dances, songs and dramatic works. (5.1.1, 5.2.1,)
				• 5.3.1, 5.3.2) • Present their compositions in groups using at least one contribution from each group member (5.3.3)

VAPA CONTENT STANDARDS: STANDARD 1				
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.	6. Create actions to accompany a variety of songs from the class repertoire.	Work in groups to create 3-4 actions to accompany at least one simple folk, traditional and action song performed from memory. (6.1.1, 6.2.1, 6.3.1)

Primary School Curriculum

Visual and Performing Arts (VAPA)

Standard 2

VAPA CONTENT STANDARDS: STANDARD 2				
CONTENT	SKILLS	DISPOSITION	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 mache or clay.	Create a model/ replica of Trinidad and Tobago on a flat surface not larger than 12"x12" using papier mache or clay and apply appropriate colours to highlight physical features. (1.1.1, 1.2.1, 1.3.1)
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.	Create a poster about water conservation or protecting aquatic habitats using 3-4 appropriate words, a relevant picture/ illustration and a suitable border.

VAPA CONTENT STANDARDS: STANDARD 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				(2.1.1, 2.2.1, 2.3.1)
3.1.1 Understand the concept of size, space, form and colour through construction activities.	3.2.1 Prepare models and costumes to depict the resources of Trinidad and Tobago.	3.3.1 Develop an awareness of size, space, form and colour. 3.3.2 Appreciate working collaboratively.	3a. Make models and costumes to depict the resources of Trinidad and Tobago. 3b. Work collaboratively in groups.	• Work in small 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) • Willingly contribute ideas to the group and listen respectfully to the ideas of others. (3.3.2)

VAPA CONTENT STANDARDS: STANDARD 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				
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.	Use 3-4 shapes (narrow, ball, wide, spiral or tetrahedron) at high low and medium levels to 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.	Create a 1-minute dance sequence using at least four movements which incorporate elements of direction (left/up/forward), dynamics (sudden and sustained

VAPA CONTENT STANDARDS: STANDARD 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				movements), and relationships (pairs/groups). (2.2.1, 2.2.1, 2.3.1)
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.	Travel directly (straight line) or indirectly (varied directions) in general space using at least 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.	Move on stage to identify the four stage locations (upstage, downstage, stage right, stage left). (1.1.1, 1.2.1, 1.3.1)

VAPA CONTENT STANDARDS: STANDARD 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
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.	- 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) - Accept the ideas of their peers and share ideas of their own 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.	Individually present one folk character using varied body movements, voice and costume. (3.1.1, 3.2.1, 3.3.1,

VAPA CONTENT STANDARDS: STANDARD 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				3.3.2)
				
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.	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)
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.	Play two ostinati (repeated patterns) on melodic instruments to accompany familiar songs, using appropriate technique. (2.1.1, 2.2.1, 2.3.1)

VAPA CONTENT STANDARDS: STANDARD 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
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.	Use their bodies and graphic representations to accurately depict the melodic contour (shape) of familiar songs/excerpts. (3.1.1, 3.2.1)
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.	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)
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.	Devise 2-3 creative ways to accurately illustrate contrasting or repeated sections of selected

VAPA CONTENT STANDARDS: STANDARD 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				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.	Compose and play two short melodic answering phrases on melodic instruments using appropriate technique. (6.1.1, 6.2.1)

Primary School Curriculum

Visual and Performing Arts (VAPA)

Standard 3

VAPA CONTENT STANDARDS: STANDARD 3				
CONTENT	SKILLS	DISPOSITION	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.	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)
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.	Work in groups to create a textile no larger than 12" x 12" by painting at least one replica of a flag of a Caribbean country onto fabric. (2.1.1, 2.2.1, 2.3.1)

VAPA CONTENT STANDARDS: STANDARD 3				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Understand how rhythm and dynamics can be incorporated to produce dance works.	1.2.1 Respond to a wide range of accompaniment (live and recorded) to design sequences and dances.	1.3.1 Work well with others.	1a. Use a wide range of accompaniment to stimulate movement ideas. 1b. Move appropriately to musical selections of various tempi (speeds).	In groups, create a one-minute 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.	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)

VAPA CONTENT STANDARDS: STANDARD 3				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
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 makeup. 3b Operate varied media to video tape pieces	- 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) - 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)
				
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.	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)
2.1.1 Gain a deeper understanding of Trinidad and	2.2.1 Present improvised scenes based on	2.3.1 Develop an appreciation for their local sacred	2. Present improvised scenes based on sacred and	Work in groups to present two improvised scenes from either

VAPA CONTENT STANDARDS: STANDARD 3				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Tobago's festivals.	sacred and secular festivals.	and secular festivals.	secular festivals.	a secular or sacred festival of Trinidad and Tobago.(2.1.1, 2.2.1, 2.3.1)
3.1.1 Compare the similarities and differences among festivals of Trinidad & Tobago.	3.2.1 Demonstrate actions that are similarly and differently done in festivals in Trinidad & Tobago.	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 & Tobago.	Collaborate in small groups to create and present scenarios which highlight similarities and differences observed in two local 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.	In small groups, create a presentation which showcases one festival from one Caribbean country. (4.1.1, 4.2.1, 4.3.1)
				
1.1.1 Recognize the impact of dynamics in music.	1.2.1 Play simple pieces from memory on melodic instruments.	1.3.1 Enjoy musical activities.	1. Play simple pieces from memory on melodic instruments, using proper technique	Play 2 pieces from memory on melodic instruments using proper technique and appropriate dynamics (loud/soft, crescendo-

VAPA CONTENT STANDARDS: STANDARD 3				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	1.2.2 Apply dynamics to familiar songs (loud/soft, crescendo/decrescendo).		and appropriate dynamics.	(gradually getting louder and /decrescendo-gradually getting softer). (1.1.1, 1.2.1, 1.2.2)
2.1.1 Recognize the importance of proper diction as it relates to good singing.	2.2.1 Sing simple folk, traditional and nation building songs independently and in groups.		2. Sing simple folk, traditional and nation building songs independently and in groups.	Sing folk, traditional and nation building songs independently and in groups with proper 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.	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)
4.1.1 Identify popular Caribbean artistes and their music.	4.2.1 Research the music of some popular Caribbean	4.3.1 Work co-operatively in groups	4. Research the music of some popular Caribbean artistes and discuss and	Research the music of two popular Caribbean artistes and document their findings using

VAPA CONTENT STANDARDS: STANDARD 3				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	artistes and document their findings using varied media.	4.3.2 Develop critical thinking skills.	document their findings using varied media.	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)
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.	Apply understanding of <i>pitch</i>, <i>rhythm</i>, <i>texture</i>, <i>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)

Primary School Curriculum

Visual and Performing Arts (VAPA)

Standard 4

VAPA CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
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.	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)
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.	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)

VAPA CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
3.1.1 Understand that drawings and diagrams can be used to solve design problems and to clarify and develop ideas.	3.2.1 Create Narrative Drawings, cartoons or comic strips illustrating how change in technology impacts the Arts.	3.3.1 Become responsive to change and its impact.	3. Create a Narrative Drawing, cartoon or comic strip.	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)
				
1.1.1 Gain an understanding of the elements of a production (presentation, costume, characterization, dance, music and staging).	1.2.1 Identify the elements of a dance production.	1.3.1 Appreciate and assess performances.	1a. Identify features integral to a dance performance. 1b. Critique dance performances.	View 2-3 dance performances and identify at least three important features (e.g. number of dancers, type of space, costuming,

VAPA CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				lighting, accompaniment, impact of performance).(1.1.1, 1.2.1) • Critique the performances viewed, giving at least three supporting statements.(1.1.1,1.3.1)
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.	• 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)

VAPA CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
3.1.1 Understand the protocol of performance – preparation, teamwork and presentation. 3.1.2 Make connections between role and performance.	3.2.1 Perform at a school or public event.	3.3.1 Develop discipline and confidence.	3. Practise proper performance behaviour.	Exhibit appropriate behaviour before, during and after performances by 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)
				
1.1.1 Demonstrate a deeper understanding of the process involved in	1.2.1 Select articles, advertisements and pictures to be placed in their portfolios and	1.3.1 Work towards an agreed goal.	1a. Develop a scenario based on articles, advertisements, and pictures collected in their	In small groups, create and present one scenario from information collected from

VAPA CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
creating a portfolio.	used in the development of a scenario. 1.2.2 Develop a scenario based on articles, advertisements, and pictures collected in their drama portfolio.		drama portfolio.	articles, advertisements and pictures. (1.1.1, 1.2.1, 1.2.2, 1.3.1)
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.	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)
3.1.1 Demonstrate an understanding of the techniques	3.2.1 Develop techniques of consistency in	3.3.1 Develop a sense of accomplishment through teamwork..	3a. Create a sculpted piece.	Working in pairs, use bodies to create a sculpted piece

VAPA CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
involved in sculpting and mirroring using bodies.	mirroring and sculpting.		3b. Mirror movements	based on theme given. (3.1.1, 3.2.1, 3.3.1) Working in pairs, mirror 4-6 body movements done by a partner, paying close attention to detail. [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.	- Clap/tap/play characteristic rhythmic patterns of popular Caribbean musical genres. (1.1.1, 1.2.1, 1.3.1) - Sing/play

VAPA CONTENT STANDARDS: STANDARD 4				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				characteristic melodic patterns of popular Caribbean musical genres. (1.2.1)
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.	- Identify the form (structure) of 8-10 musical excerpts as being <i>call and response</i>, <i>verse and chorus</i> or <i>solo/chorus</i>. (2.1.1, 2.2.1, 1.3.1) - 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)

VAPA CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
3.1.1 Understand how musical concepts and elements can be combined to create and document short pieces.	3.2.1 Compose pieces using melodic instruments. 3.2.2 Document their compositions using varied media.	3.3.1 Develop self – esteem.	3. Compose and document short pieces of music.	• Compose and perform short pieces of music on melodic instruments using proper technique and tone. (3.1.1, 3.2.1) • Document composition using varied media (e.g. recording, videotaping, and invented notation). (3.1.1, 3.2.2)
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		4. Sing nation building songs and songs from other Caribbean islands.	• Sing nation building songs and songs from other Caribbean islands with correct breathing,

VAPA CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	in groups.			appropriate expression and >80% pitch accuracy, both independently and in groups. [4.1, 4.2.1, 4.2.2]
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.	Perform simple two-part pieces by rote on melodic instruments using proper technique and with >80% rhythmic and pitch accuracy. (5.1.1, 5.2.1, 5.2.2)

Primary School Curriculum

Visual and Performing Arts (VAPA)

Standard 5

VAPA CONTENT STANDARDS: STANDARD 5				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Demonstrate ways to solve problems through the use of the elements and principles of design.	1.2.1 Prepare simple props and costumes for a scenario, production or presentation that showcases Trinidad and Tobago to the world. 1.2.2 Use pictures taken to document activities in a portfolio.	1.3.1 Develop National Pride and loyalty to country. 1.3.2 Develop a sense of accomplishment.	1a. Create simple props and costumes. 1b. Create a portfolio applying the elements and principles of design.	- 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) - Apply the elements and principles of design to create a portfolio of 5-10 pages using pictures taken, appropriate

VAPA CONTENT STANDARDS: STANDARD 5				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				letters/words and relevant illustrations to document activities from a planned scenario, production or presentation.(1.2.2, 1.3.2)
				
1.1.1 Demonstrate knowledge of the heritage/culture of Trinidad and Tobago. 1.1.2 Demonstrate an understanding of movement elements in dance.	1.2.1 Explore the creative use of movement elements to highlight the heritage/culture of Trinidad and Tobago to the world. 1.2.2 Select appropriate music for	1.3.1 Work harmoniously with others towards a shared goal. 1.3.2 Display a sense of national pride and loyalty to country.	1a. Create and present dances to highlight the culture/heritage of Trinidad and Tobago using appropriate music/accompaniment.	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-

VAPA CONTENT STANDARDS: STANDARD 5				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	accompaniment.			Castilian) with appropriate music/accompaniment. (1.1.1, 1.1.2, 1.2.1, 1.3.1, 1.3.2) • Arrange movements 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.	• Document the creative process in a journal (2-3 pages) using varied media (text, pictures, and video recordings). (2.1.1, 2.2.1)

VAPA CONTENT STANDARDS: STANDARD 5				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				
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.	In large groups, create one (1) presentation using at least three (3) elements of production that showcase Trinidad & Tobago to the world. (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.	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)

VAPA CONTENT STANDARDS: STANDARD 5				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				
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.	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 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.	Sing more complex two-part songs by rote in groups and with a partner,

VAPA CONTENT STANDARDS: STANDARD 5				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				demonstrating increased pitch accuracy. (2.1.1, 2.2.1, 2.3.1)
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.			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)
4.1.1 Understand the process involved in analysing music.	4.2.1 Apply their knowledge of musical concepts and elements to	4.3.1 Develop critical thinking skills.	4a. Apply knowledge of musical concepts and elements to analyse a range of local and foreign music.	Identify prominent rhythms, meters, genres, instruments and textures in a

VAPA CONTENT STANDARDS: STANDARD 5				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	listen critically to a variety of local or foreign music. 4.2.2 Create a digital compilation of a variety of local music.		4b. Create a digital compilation of a variety of local music.	variety of local and foreign music. (4.1.1, 4.2.1) • 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) • Include at least one reason to justify each selection. (4.2.2)