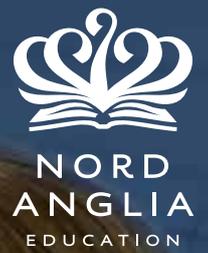


Juilliard

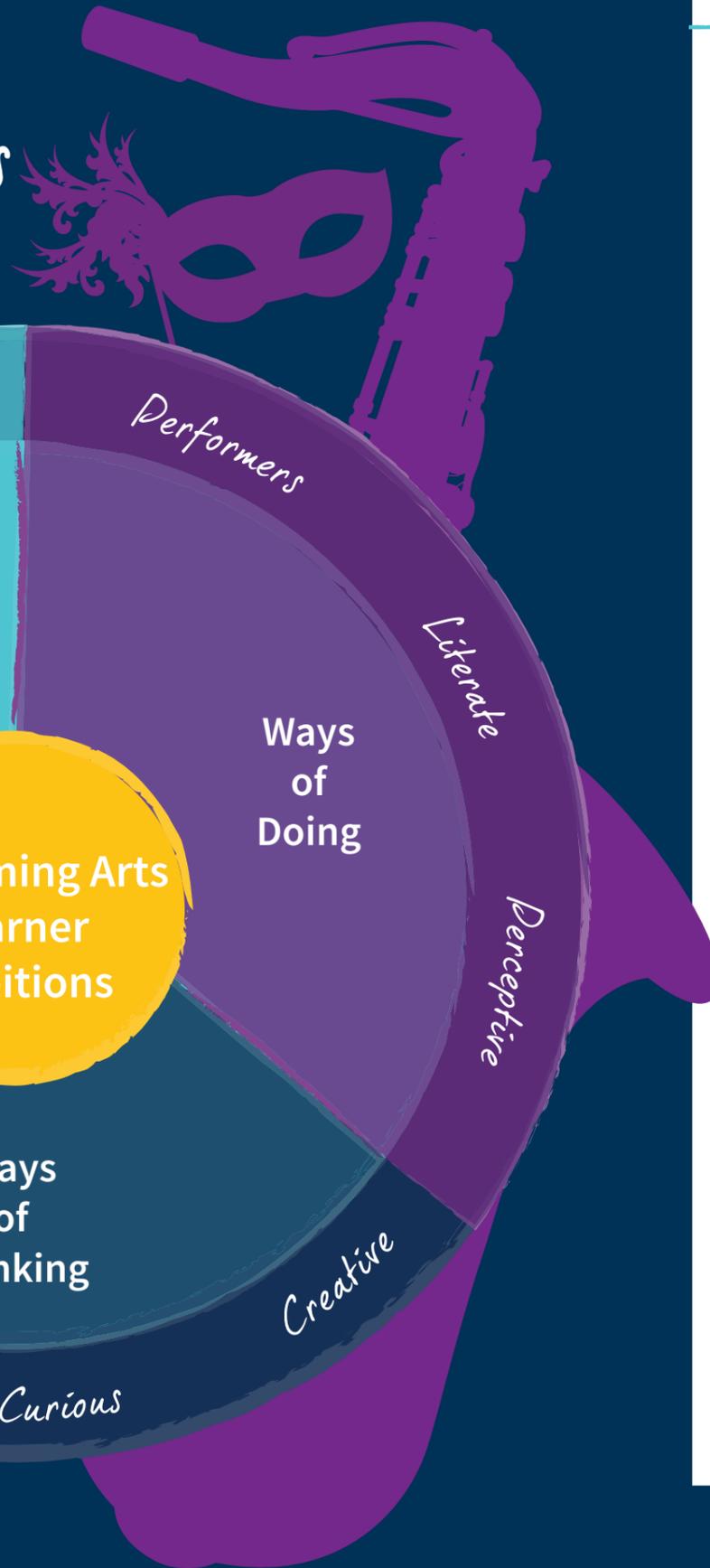


**Juilliard — Nord Anglia
Performing Arts Programme**

Performing Arts Learner Ambitions

Version 3

Performing Arts Learner Ambitions



Performing Arts Learner Ambitions 2016

	Learner Ambitions	What it means
Ways of Being	Collaborative	Works well with others in artistic settings. Is willing and able to work in groups in a variety of roles (leader, supporter, consensus-seeker, negotiator, etc.). In co-creative tasks, is able to accept compromise, synthesize ideas, and objectively evaluate ideas. Seeks to both receive and offer artistic critique of performances and creative tasks. Seeks responses to his/her work by listening to the views of others. When in an ensemble, is able to balance awareness of one's individual role with that of other members.
	Expressive	Able to communicate personal ideas and feelings through the artistic medium. When creating, feels a personal investment in the process and product. When performing, is able to communicate artistic intentions to the audience. Able to effectively and creatively respond to experiences and works of art, in a variety of modalities.
	Culturally Aware	Understands that the arts provide unique perspectives on culture. Appreciates that the performing arts are an expression of groups and individuals within communities and cultures. Considers how art is created and experienced within different cultures. Is aware of multiple perspectives and reflects on one's own viewpoints and assumptions. Is open-minded and keen to exploring the arts of diverse cultures throughout his/her life.
Ways of Thinking	Creative	Is personally invested in one's own art-making. Is able to self-generate, respond to, and build on the ideas of others. Is able to take risks by seeking out original, independent, and novel ways of thinking, expressing, and making. Has flexible thought processes which enable meaningful connection making, varied perspective taking, and ways of seeing, hearing, and experiencing their environment in artistic ways.
	Curious	Is intrinsically motivated to explore artistic experiences and processes. Is keen to learn through questioning, experimenting, and trialing. Is confident working in unfamiliar contexts. Seeks out multiple interpretations and meanings, yet is able to tolerate ambiguity and abstract ideas.
	Reflective	Able to think back on learning experiences, performances, and creative processes with both flexible perspectives and clarity. Is receptive to contradicting ideas and opinions. Able to reflect using a range of response types and modalities. Is able to use reflective takeaways to stimulate future growth.
Ways of Doing	Performers	Perseveres and persists until the desired performance outcome is achieved. Is able to take direction and also work independently to solve technical and artistic problems. Experiences joy in one's own performances and understands the connections between creator, performer, and audience. Is confident and flexible with expression, interpretation, and improvisation. Understands and appreciates the variety of roles in a performing ensemble.
	Literate	Is fluent in the language of the art form (technical and vernacular) and its processes. Is aware of the various materials, professional roles, and production elements in the performing arts.
	Perceptive	Engages attentively and thoughtfully with pieces s/he encounters. Identifies technical and contextual elements of the work (theme, genre, form, etc.) and is also able to make his/her own personal meaning and interpretation. Connects the piece to one's own experiences, other pieces, or other subjects. Able to hear or see large-scale elements as well as details.

Performing Arts Learner Ambitions 2016 cont.

	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13
Collaborative	<ul style="list-style-type: none"> • explore combinations of sounds with others 	<ul style="list-style-type: none"> • explore combinations of sounds with others with some awareness of the effects 	<ul style="list-style-type: none"> • participate in an ensemble with an awareness of unison, teamwork, leader and follower • create short melodic or rhythmic patterns in response to another 	<ul style="list-style-type: none"> • participate in an ensemble with an awareness of individual and group contributions • begin to compose with others to achieve a shared goal • articulate own ideas, and take suggestions from others when working in a group • take on the roles of leader and follower 	<ul style="list-style-type: none"> • participate in an ensemble and articulate the value of individual and group contributions • compose with others, balancing the contributions of each group member • offer and take suggestions from others when working in a group • appreciate the value of both leader and follower 	<ul style="list-style-type: none"> • participate in an ensemble and assess individual and group contributions • compose with others, compromising, combining, or forfeiting own ideas for another group member's • clearly articulate own ideas, offer and incorporate peer feedback • begin to take on different roles within a group 	<ul style="list-style-type: none"> • participate in an ensemble with an awareness of different parts • thoughtfully articulate own ideas, using peer feedback to refine performance and composition • confidently take on different roles within a group 	<ul style="list-style-type: none"> • participate in an ensemble with an awareness of the contribution of different parts • compose with others, equally contributing and pursuing a common goal • evaluate their own contributions and feedback, and seek feedback from peers • confidently take on a variety of different roles within a group 	<ul style="list-style-type: none"> • perform in an ensemble with an awareness of the intended goals of group performance • compose with others, supporting all team members and their needs • recognise the role of others in the development of ideas and solutions • work within a group to solve artistic problems having all contributed and explored multiple ideas 	<ul style="list-style-type: none"> • perform in a range of ensembles with an awareness of the role of others, their role within the group and the intended interpretation • compose with others, exploring multiple ideas and taking on different roles • flexibly and appropriately offer contributions and feedback, valuing the process of working with others 	<ul style="list-style-type: none"> • perform sensitively within a wide range of groups to reach intended artistic outcomes • compose within a range of groups showing a clear understanding of their role and the value of peer contributions • confidently work within a group to develop and refine musical outcomes
Expressive	<ul style="list-style-type: none"> • show their preferences for music and activities • sing songs with an awareness of their emotional content 	<ul style="list-style-type: none"> • discuss their opinions and preferences for music and activities 	<ul style="list-style-type: none"> • describe how music makes them feel in very basic terms and recognise that different pieces can make them feel differently • sing songs and begin to convey emotional content 	<ul style="list-style-type: none"> • respond and describe how music makes them feel in basic terms • compose a simple melodic or rhythmic phrase and select a corresponding dynamic or tempo to indicate a given expressive intention 	<ul style="list-style-type: none"> • respond to different works they hear or perform and begin to explain musical reasons for why they feel that way • sing and perform simple pieces with expressive intention • compose simple pieces that express their own ideas 	<ul style="list-style-type: none"> • discuss or show what they experience when hearing or performing music, using musical vocabulary and key examples • compose pieces to communicate their own ideas 	<ul style="list-style-type: none"> • discuss or show how hearing or performing music makes them feel, think, or imagine, using a range of vocabulary • experiment with interpretation and simple phrase shaping • compose pieces using a limited range of techniques to communicate their own ideas, moods, or emotions 	<ul style="list-style-type: none"> • explain or show how hearing or performing music makes them feel, think, or imagine, using a range of vocabulary and examples • compose pieces to communicate and express their ideas, feelings, and experiences 	<ul style="list-style-type: none"> • explain how and why hearing or performing music makes them feel, think, or imagine, using a wide range of vocabulary and examples, with an understanding of emotion and how this is conveyed by composer and performer • perform with a clear sense of musical interpretation and phrasing • compose with a developing awareness of how their musical expression affects others 	<ul style="list-style-type: none"> • articulate sophisticated and personal responses to hearing and performing music, with an understanding of emotion and how this is conveyed by composer and performer • perform flexibly to express multiple intentions understanding their role as interpreters • compose with an awareness of how their musical expression affects others 	<ul style="list-style-type: none"> • articulate sophisticated and personal responses to a wide range of performances, discussing the use of emotion and how it is communicated, • perform with sensitivity • understand the communicative connection between performer and audience • compose with attention to expressive markings for performers to reflect their own intention

Performing Arts Learner Ambitions 2016 cont.

	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13
Culturally Aware	<ul style="list-style-type: none"> • sing simple songs from different musical and cultural traditions 	<ul style="list-style-type: none"> • listen to music from a variety of traditions 	<ul style="list-style-type: none"> • listen to and describe music from different traditions 	<ul style="list-style-type: none"> • know a repertoire of songs from different traditions and know where they come from 	<ul style="list-style-type: none"> • listen to and describe music from different traditions and explore some related elements in their own composing • know that music originates from different cultures and visually identify some relevant instruments 	<ul style="list-style-type: none"> • listen to and discuss music from different traditions and begin to incorporate some elements into their own work • understand and value that music originates from different historical periods and cultures 	<ul style="list-style-type: none"> • listen to and discuss music from different traditions and begin to incorporate these experiences into their own work • understand and value that music from different cultures and periods is produced in a variety of ways and can serve different functions in a community or society • compare the style of other musical traditions to their own 	<ul style="list-style-type: none"> • listen to and discuss music from different traditions and incorporate these experiences into their own work • make simple references to the cultural/historical context of music and begin to explain the role and relationship within that culture/period of time • compare the style and context of other musical traditions to their own 	<ul style="list-style-type: none"> • listen to, discuss and analyse music from different traditions and incorporate these experiences into their own work explaining how and why • make accurate references to the cultural/historical context of the music • compare the style, context, and purpose of other musical traditions to their own 	<ul style="list-style-type: none"> • listen to, discuss, analyse and compare and contrast music from different traditions, and incorporate these experiences into own work with clear intention • make perceptive observations that show knowledge and sensitivity for various musical traditions • explain how an understanding of the role and function of music influences how they hear, and compare to their own cultural traditions 	<ul style="list-style-type: none"> • listen to, discuss and analyse the use of music in different traditions, striving to empathise, seek connections and understand differences • incorporate experiences into their own work in unique ways • show a strong understanding and sensitivity of traditions and the relationship between other traditions and their own
Creative	<ul style="list-style-type: none"> • explore a variety of percussion instruments 	<ul style="list-style-type: none"> • explore different ways of playing percussion instruments 	<ul style="list-style-type: none"> • compose simple rhythmic or melodic patterns with or without notation • select different sounds to represent different stimuli • improvise simple rhythms 	<ul style="list-style-type: none"> • compose longer or more varied phrases with or without notation • improvise simple rhythmic and melodic patterns 	<ul style="list-style-type: none"> • compose simple pieces in 2 parts/layers, combining melody and rhythm • compose longer or more varied melodies, with or without notation • improvise using a limited range of pitches, rhythms, and tempi • initiate experimentation 	<ul style="list-style-type: none"> • compose simple pieces with some awareness of the intended effect • experiment with more than one layer (ostinato, drone, chords, etc.) • propose ideas in response to challenges 	<ul style="list-style-type: none"> • compose simple pieces using a range of dynamics, structures and tempi with awareness of the intended effect • experiment with more complicated layers • improvise using a range of pitches, rhythms and tempi with awareness of the intended effect • propose multiple ideas in response to challenges 	<ul style="list-style-type: none"> • compose using a range of dynamics, structures, tempi and techniques with awareness of the intended effect • experiment with simple accompaniments or chord progressions • improvise using an extended range of pitches, rhythms and tempi with awareness of the intended effect • propose complex ideas in response to challenges 	<ul style="list-style-type: none"> • compose using a range of dynamics, structures, and tempi and begin to convey the intended effect through a score • experiment with varying accompaniment or chord progressions • improvise in a group with sensitivity to other musicians, experimenting with ideas and desired outcomes • initiate experimentation and evaluate their ideas 	<ul style="list-style-type: none"> • compose or arrange pieces using original ideas for two or more instruments taking inspiration from a range of sources • convey the intended effect through a score • experiment with a range of harmonies and textures • improvise and experiment confidently in a group with sensitivity to other musicians • initiate experimentation and show an awareness of how they generate ideas 	<ul style="list-style-type: none"> • compose or arrange pieces using original ideas for a range of instruments, experimenting with different techniques • compose using a wide range of harmonies, structures and techniques • improvise and experiment confidently using extended pitch, rhythms, and techniques • propose a variety of novel or unusual solutions to complex challenges

Performing Arts Learner Ambitions 2016 cont.

	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13
Curious	<ul style="list-style-type: none"> participate in exploring sound 	<ul style="list-style-type: none"> participate in exploring combinations of sounds 	<ul style="list-style-type: none"> explore different timbres engage with familiar music ask personally relevant questions about music they hear 	<ul style="list-style-type: none"> experiment with their voice and try different combinations of instruments and timbres engage with unfamiliar music ask personally relevant questions about the music they hear and perform 	<ul style="list-style-type: none"> suggest an alternative outcome during creative tasks engage with unfamiliar music and ask about sounds and instruments ask personally relevant questions about music and classroom experiences 	<ul style="list-style-type: none"> suggest multiple outcomes during creative tasks actively engage with unfamiliar music and ask about composer and context ask personally relevant questions about music and about creative processes 	<ul style="list-style-type: none"> suggest multiple outcomes during creative tasks actively engage with unfamiliar music and ask about composer, origin, and how music plays a role in society ask personally relevant questions while seeking out connection to other subjects and experiences 	<ul style="list-style-type: none"> suggest multiple outcomes when creating and performing actively engage with unfamiliar music, and ask about composer, cultural origins and traditions ask insightful questions about their own learning 	<ul style="list-style-type: none"> actively engage with unfamiliar music and pursue exploring composers, performers, cultural origins and traditions, suggesting their own ideas for why something may be so compare multiple viewpoints to own perspective ask perceptive and insightful questions about their own learning 	<ul style="list-style-type: none"> actively engage with unfamiliar music and explore composers, performers, cultural origins and traditions, finding commonalities, suggesting their own ideas and offering other examples to make their point seek out multiple viewpoints and interpretations ask perceptive and insightful questions about their own learning, making links to experiences and prior learning 	<ul style="list-style-type: none"> actively engage with unfamiliar music and explore composers, performers, cultural origins and traditions, suggesting their own ideas and offering other examples to make their point ask insightful questions about their own learning, redefining them to clarify and deepen understanding, making links and comparisons to prior learning
Reflective	<ul style="list-style-type: none"> describe opinions/feelings about their musical experiences 	<ul style="list-style-type: none"> describe opinions/feelings about their musical experiences with more detail or vocabulary 	<ul style="list-style-type: none"> know when something went well or when they made a mistake 	<ul style="list-style-type: none"> begin to discuss what contributed to success and describe how their work could have been better 	<ul style="list-style-type: none"> discuss how their work could have been better using improvement strategies show awareness and value for others' ideas or interpretations show awareness of their own processes of practicing, performing, & creating 	<ul style="list-style-type: none"> identify things that worked well and things that did not and begin to suggest ideas for improvement using musical examples begin to describe their role and artistic contributions within a musical team describe their own processes 	<ul style="list-style-type: none"> self-assess and suggest musical ideas for improvement using examples resulting in targets for next steps describe their role and artistic contributions within group work and ensembles analyse their own processes 	<ul style="list-style-type: none"> begin to evaluate their own performance or composition given a set of simple criteria and explain decisions using musical vocabulary begin to critically evaluate their artistic contributions within group work and ensembles evaluate their own processes 	<ul style="list-style-type: none"> evaluate their own performance or composition given a set of criteria developed with help explain decisions using musical vocabulary and examples from other music critically evaluate their artistic contributions within group work and ensembles critically evaluate their own processes 	<ul style="list-style-type: none"> evaluate and critique performance, composition, or artistic contributions using a self-developed criteria show insight into their own processes with increased specificity 	<ul style="list-style-type: none"> continuously and intuitively evaluate and critique performance, composition, or artistic contributions show insight into their own processes and discuss influences

Performing Arts Learner Ambitions 2016 cont.

	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13
Performers	<ul style="list-style-type: none"> • sing simple songs from memory with a limited pitch range • imitate simple rhythmic and melodic gestures 	<ul style="list-style-type: none"> • sing simple songs broadly in tune • produce melodic and rhythmic sounds on simple instruments • imitate rhythmic and melodic gestures with simple contrasting dynamics 	<ul style="list-style-type: none"> • sing simple songs in tune • play simple patterns and phrases on instruments • imitate rhythmic and melodic gestures and vary the dynamics • play keyboard melodies with simple rhythm 	<ul style="list-style-type: none"> • sing rounds • play phrases or simple songs on instruments • respond to simple tempo and dynamic signals from a conductor • understand and articulate the relationship between practice and achievement • play simple triads in each hand and begin to add forte and piano when playing melodies hands together 	<ul style="list-style-type: none"> • sing/play in 2-part harmony • respond to a range of signals from a conductor • practice and set goals for their playing/singing • play 1st and 2nd inversions of triads and perform simple melodies in the right hand over simple triads in the left 	<ul style="list-style-type: none"> • practice and assess their practice process • respond to signals from a conductor with awareness of the intended effect • demonstrate legato, staccato, diminuendo and crescendo • perform pieces that integrate right hand thumb crossings into the melody over simple root and 1st inversion chords 	<ul style="list-style-type: none"> • sing/play in 3-part harmony • practice and use strategies to problem solve • improvise and perform with some awareness of intonation • perform pieces that include contrast in dynamics and articulation • perform melodies that have simple rhythms, stepwise motion and intervals of thirds and transpose them to closely-related keys 	<ul style="list-style-type: none"> • sing/play independent melodies and harmonies in 2/3 parts • respond with increasing sensitivity to signals from a conductor • improvise and perform a range of simple music with adequate intonation with developing stylistic awareness • maintain focus after making mistakes • demonstrate triadic chords broken into Alberti bass 	<ul style="list-style-type: none"> • sing/play independent melodies and harmonies in 2-4 parts • improvise and perform a range of music with developing fluency, intonation and stylistic awareness, using a limited range of timbres and techniques • recover from memory slips • perform pieces with melodies in the right hand and Alberti bass in the left hand • perform with differentiated articulation between hands 	<ul style="list-style-type: none"> • sing/play solo and ensemble pieces with an awareness of all parts • respond sensitively to signals from a conductor and blend with other section members • improvise and perform a range of contrasting music with stylistic and musical communication using a range of timbres and techniques • balance technical and artistic goals • perform pieces from various styles that include more complex textures and rhythms, mixing melodies into both hands 	<ul style="list-style-type: none"> • sing/play solo and ensemble pieces using a range of timbres, techniques and performance directions to convey style and emotion • confidently improvise and perform with a wide range of contrasting music to an audience with a strong sense of style, structure, musical shape, and understanding of the composers intentions • independently refine their work; employ strategies to manage nerves • perform a range of styles and textures, with independence of melody and harmony
Literate	<ul style="list-style-type: none"> • echo simple, short rhythmic and melodic patterns 	<ul style="list-style-type: none"> • respond to simple graphic score and non-standard notation • echo longer rhythmic and melodic patterns • recognise simple rests and note values 	<ul style="list-style-type: none"> • use non-standard notation to communicate simple rhythmic and melodic patterns • perform simple melodies and rhythms from notation and graphic score • respond to simple Italian terms and symbols • dictate very simple rhythms using non-standard notation 	<ul style="list-style-type: none"> • use simple notation to communicate a melody or rhythm using notes and rests • understand and respond to simple Italian terms • recognise and name simple note and rest values • begin to recognise and respond to the difference between major and minor • visually identify the orchestral families of instruments • dictate simple rhythms using non-standard notation 	<ul style="list-style-type: none"> • perform simple melodic lines from notation and graphic score with a good sense of pulse • understand and apply a limited range of Italian terms and symbols • read all of the notes on the bass stave • identify the features of the notated stave • understand that the distance between two notes is an interval • recognise and respond to the difference between major and minor 	<ul style="list-style-type: none"> • use notation to communicate melody and simple accompaniment • perform simple melodic lines from notation with a good sense of pulse and rhythm • recognise and notate common accidentals • read notes on ledger lines • understand how to construct a third on the stave • aurally identify chords as major or minor • describe patterns in melodic lines 	<ul style="list-style-type: none"> • compare and contrast technical vocabulary and symbols • understand compound time signatures and place missing bar lines • identify an octave and construct a triad using lines and spaces on the stave • understand the difference between a tone and a semitone • aurally identify all orchestral instruments and common world instruments. • dictate simple melodic phrases using standard notation 	<ul style="list-style-type: none"> • use notation to effectively communicate a melody and accompaniment • categorise and order a range of technical vocabulary and symbols • recognise some roles in the profession • construct major and minor triads • understand basic tonality and that major scales have a key signature • aurally identify common small and large ensembles. • dictate using standard notation in treble and bass clef 	<ul style="list-style-type: none"> • effectively notate rhythm and accidentals in composition • discuss instrumentation using a simplified score • recognise a range of roles in the profession • identify simple major and relative minor keys from their key signatures • understand simple relationships between chords • aurally identify all orchestral instruments, a range of world instruments and small/large ensembles 	<ul style="list-style-type: none"> • begin to analyse instrumentation and layers using a score • discuss a range of roles in the profession • developing understanding of chord progressions, augmented and diminished intervals • construct a range of extended chords/harmonies using the degrees of the scale • play major and minor scales and identify most key signatures • dictate simple chord progressions 	<ul style="list-style-type: none"> • use a score to help discuss and analyse music • discuss and compare a range of roles in the profession • have an extended understanding of harmonic progressions • identify all common scales, arpeggios and key signatures • identify intervals within a score and know about transposing instruments, understanding how to transpose some of the simpler ones

Performing Arts Learner Ambitions 2016 cont.

	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13
Perceptive	<ul style="list-style-type: none"> • respond to simple changes in dynamics, pitch, & tempo through movement. • describe music they hear with simple language 	<ul style="list-style-type: none"> • respond to and mimic simple changes in dynamics, pitch and tempo through movement, playing and singing • describe music they hear & sounds they create with simple language 	<ul style="list-style-type: none"> • recognise rhythmic patterns • mimic a repeated melodic phrase • recognise that instruments and voices have different sounds • identify contrasting dynamics, tempo & pitch • talk about music they hear using simple musical terminology 	<ul style="list-style-type: none"> • identify simple patterns, contrasting dynamics, pitch and tempi in a piece of music • describe the timbres of some instruments and voices • begin to notice the presence of multiple sections in a piece of music and use simple musical terminology 	<ul style="list-style-type: none"> • identify simple patterns, tempi and pitch and begin to identify how these are developed in a piece • identify and describe the timbres of an increasing number of instruments and voices • distinguish between thick and thin textures • express personal interpretations of music they hear 	<ul style="list-style-type: none"> • identify simple melodic and rhythmic patterns and describe how they are developed in a piece • discuss multiple sections and key features of a piece and begin to draw comparisons • express personal interpretations of music they hear and relate to their own experiences 	<ul style="list-style-type: none"> • identify and discuss simple features of a piece of music using musical and expressive vocabulary • begin to notice and remember changes throughout a piece and recognise multiple layers within the music • express personal interpretations by relating to other subjects 	<ul style="list-style-type: none"> • understand, identify, and discuss simple features using musical and expressive vocabulary • notice and remember changes throughout a piece of music and discuss how layers within the music relate or interact • express personal interpretations by relating to other pieces 	<ul style="list-style-type: none"> • draw comparisons between sections and layers and discuss how the music develops over time • express personal interpretations and draw more complex connections • listen and begin to draw conclusions about composers' intentions with examples 	<ul style="list-style-type: none"> • identify and discuss relationships between musical elements using technical and expressive vocabulary • begin to analyse multiple sections and layers of a piece to discuss how the music develops • express more detailed interpretations and describe genre, time period, or composer • begin to compare and contrast pieces and draw conclusions about composers' intentions with examples 	<ul style="list-style-type: none"> • analyse multiple features and relationships within a piece, identifying developments and how they happen • analyse multiple sections and layers of a piece to discuss how the music develops • express more complex interpretations and identify genre, time period, or composer of an increasing variety of music • compare and discuss multiple musicians' performances and interpretations, making more complex connections to other pieces

