Co-Curriculars Overview

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ART

Creativity through the arts is an essential component of the educational process. Students are imaginative by nature and create works of art through drawing and painting, constructing, and manipulating, molding, and building. The Chapin art program is designed to encourage, teach, support, and enhance the techniques and skills needed to foster life-long creativity and appreciation of the arts.

We emphasize process by building on the skills learned the preceding year. Printmaking, painting, drawing, sculpture, collage, and digital design are explored at each grade level. Art vocabulary, techniques and skills are presented with each medium and we work closely with grade level and subject matter teachers to extend and enrich their curricula. Through these processes students learn to think creatively, employ critical thinking skills, express ideas, and come to recognize and appreciate the aesthetic qualities inherent in art.

Goals
- Develop technical skills for using art media as a means of personal expression and communication
- Think and act creatively by solving problems and by responding with originality and imagination
- Cultivate a working knowledge of art and an understanding of the relationship of the visual arts to other fields of knowledge, and develop a vocabulary to express the concepts
- Nurture an interest and appreciation of the visual arts through the study of cultures and historical periods in which they are created, using slides, prints, videos, books, and computer resources
- Perceive and understand relationships among the elements and principles of design as they appear in the natural and man-made environment, as they influence mental images and as they appear in works of art
- Be exposed to a variety of media exhibited in the Chapin Gallery, and learn from visiting artists, local galleries, and museums
- Work in a well-equipped art studio that offers multimedia experiences
- Experience an environment that promotes self-esteem, confidence, risk-taking, and positive group interaction

Students demonstrate their powers of observation, abstraction, and invention by using a variety of media and materials. Students describe and analyze their own work and the work of others using appropriate vocabulary and interpret the means of works, citing structural elements and expressive qualities to justify their interpretations. Units of study may include:

Grade 6:

- Self Portraits
- Sculpture
- Artist inspired work
- Drawing and Painting
- Printmaking

Grade 7:
- Still Life
- Artist inspired work
- Ink work
- Drawing and Painting
- Tessellations
- Sculpture

Grade 8:
- Collage
- Artist inspired work
- Drawing
- Sculpture
- Painting

CHORAL AND INSTRUMENTAL MUSIC

Based on the understanding that all children are musical, and that music is a way of knowing and understanding oneself and the world, the Chapin School music curriculum employs a sequential and developmentally appropriate curriculum, which nurtures in students the qualities of self- expression through music, cooperation with others to create and perform music, and a lifelong appreciation and enjoyment of music.

Central to the music curriculum are the fundamental music processes in which humans engage - performing, creating, and responding to music. Through these activities, students learn to think creatively, employ critical thinking skills, and come to recognize and appreciate the aesthetic qualities inherent in music. Emphasis is also placed on music literacy, providing students an important tool with which they can explore music independently and with others. Finally, because music is reflective of human culture, students are exposed to a diversity of musical styles; are led to understand music's relationship to history, culture, and units of study in other academic disciplines; and are given the tools to make informed musical judgments throughout their lives.

Choral Music Skills Learned
- Produce a clear, resonant singing tone
- Sing with expression, a varied repertoire of music
- Sing with unified tone and vowels
- Sing in two, three, and four-part harmony

- Build tonal accuracy through solfege singing
- Follow the musical gestures of a conductor
- Read, follow, and interpret a musical score
- Effectively communicate the vitality of a given piece of music

Choral Music Goals
- Provide students with opportunities for singing, alone and with others, a varied repertoire of music
- Provide students with opportunities for moving to music
- Encourage improvisation of rhythm, melody, movement, and form
- Provide instruction in reading and notating music
- Provide students with opportunities for listening to, analyzing, and describing music
- Allow students opportunities to evaluate music and music performances
- Encourage understanding of music in relationship to history and culture

Upper School Choral Ensembles include:
- **Fifth Grade Chorus**: Students learn healthy vocal technique, ensemble singing, music literacy, and performance of various musical styles; students participate in Grandparents/Special Friends Day, a winter Community Service performance, and the Spring Concert. Students rehearse twice a week during the school day.
- **Show Choir:** Open to students in grades 5-8. Members incorporate proper singing and ensemble techniques, as they stage a full-length musical. This ensemble meets Wednesdays after school from September to April and presents one in-school performance and two evening performances.
- **Chamber Choir:** Open to female students in grades 6-8. Students learn and perform more challenging choral literature, reflecting diverse musical styles; students participate in Grandparents/Special Friends Day, a winter Community Service performance, the Spring Concert, as well as the Music in the Parks Festival. Students meet during FLEX period as well as one morning recess a week for sectionals.
- **Boys Vocal Ensemble**: Open to male students in grades 6-8 who are interested in working on vocal technique and singing with others. Students will engage in exercises and repertoire that promote healthy singing and help students navigate the changes in their individual voices. This ensemble is offered as a Discovery Class.

Students in Fifth Grade Chorus and Chamber Choir must wear appropriate concert attire for performances: Girls: white, collared blouse, black dress pants or long black skirt; Boys: white, collared shirt, black dress pants, tie

Instrumental Music Skills Learned
- Performing on instruments
- Prepare and perform music on melodic instruments and percussion instruments, as they explore and learn proper playing techniques
- Perform on traditional band and orchestral instruments, a varied range of repertoire

- Improvising melodies, variations, and accompaniments
- Explore and create unique musical improvisations alone and with others
- Composing and arranging music
- Apply musical elements of known pieces to arrange and compose individual and group compositions
- Reading and notating music
- Become more proficient at reading and interpreting a musical score
- Notate the music they compose and arrange
- Evaluate music and music performances
- Identify standard notation and recognize the musical form of selected literature
- Listen to and critique some live and/or recorded musical examples
- Identify composers, works, and styles
- Gain knowledge of composers, works, and styles through listening, analysis, and discussion

Instrumental Music Goals
- Singing alone and with others
- Performing on instruments, alone and with others
- Improvising melodies, variations, and accompaniments
- Composing and arranging music
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Identifying composers, works, styles

DRAMA

As stated in the New Jersey Core Curriculum Content Standards for Visual and Performing Arts, "experience with and knowledge of the arts is a vital part of a complete education" and is an essential element of a comprehensive academic curriculum.

Drama allows students to transform, reflect, and act upon the human condition. A collaborative art form driven by inquiry, Drama actively engages students in the process of creation, and encourages students to implement their ideas while simultaneously responding critically to a variety of work. Drama helps students understand how the arts shape the diverse cultures of both past and present societies. Students learn to take risks, work cooperatively, and express their thoughts and feelings. Drama develops the "whole child" through physical, emotional, intellectual, and social interaction. Winifred Ward, a pioneer in the field of educational theatre, explains, "Its objectives are to give each child an avenue for self-expression, guide his creative imagination, provide for a controlled emotional outlet, help him in the building of fine attitudes and appreciations, and to give him opportunities to grow in social cooperation." Through the process of ensemble rehearsal and performance, the goal is for students to learn how to give to the audience rather than just take from the play.

Goals

- Explore the idea that the purpose of drama is to live truthfully under imaginary circumstances
- Encourage students to articulate thoughts, ideas, and opinions
- Encourage group interaction through negotiation for meaning
- Develop self-confidence and decision-making skills
- Learn to collaborate, co-operate, and problem solve
- Engage students in the creative process from beginning to end
- Allow students ownership of their work through participation in the creative process
- Develop social and leadership skills
- Involve each student as a member of the community
- Use imagination comfortably and freely
- Introduce students to various theatre games and exercises
- Provide opportunities to perform in front of an audience
- Improve voice projection, diction, and inflection
- Develop stage presence
- Encourage group interaction
- Develop an original character and monologue
- Extend self-awareness and listening skills
- Provide opportunities for students to explore the curriculum through Drama
- Understand that the quality of the product reflects the quality of the process
- Learn how to be a supportive and respectful audience

Goals for Drama in Grade 8:

The entire class will be involved with drama as a collaborative art form by producing a full-scale production, allowing them to accept ownership and incorporate as many of their ideas as possible. Students will have opportunities to participate in the production not only as actors but get involved in stage design and construction, costume design, program and poster design, stage, sound, and lighting management, and more.

Goals

- Encourage risk-taking
- Encourage expression of and appreciation of individual ideas
- Understand that the quality of the product reflects the quality of the process
- Learn how to be a supportive and respectful audience

TECHNOLOGY

The Technology Curriculum seeks to present 21st century technology instruction that fosters academic excellence and leads to global collaboration, digital citizenship, and a love of learning. The integration of technology throughout all curricular areas encourages conversation, innovation, and developmentally appropriate educational practices, which enable students to become critical users of information. The curriculum challenges students to explore new technologies, develop a variety of strategies and skills, and then apply what they have learned in meaningful ways. The curriculum encourages collaborative opportunities for students across all disciplines, building a solid academic and technological base to extend classroom learning and support a lifetime of independent learning.

Goals

Tools and skills
- Demonstrate an understanding of the nature and operation of technology
- Become proficient in the use of technology hardware and software

Applications
- Master basic computer applications that have "real world" impact on their ability to be successful in school and, beyond that, productive citizens in a global community
- Develop a base of technical knowledge from which they draw the skills to complete academic requirements, actively engage in problem solving activities, and pursue creative opportunities.

Productivity
- Work collaboratively with peers in technology to bring about better understanding of concepts and solutions
- Use good file management practices to store and retrieve information
- Use appropriate programs to most effectively present and convey information and tell stories
- Learn how to use programs to efficiently create appropriate work

Communication
- Communicate information and ideas in ways appropriate to their purpose and audience through spoken, written, and graphic means of expression

Integration of technology across the curriculum
- See technology and the skills it requires as relevant in all subject areas
- Engage in problem solving using technology across all curricular areas

Digital Citizenship

- Demonstrate positive social and ethical behaviors when using technology
- Work cooperatively and collaboratively with others
- Demonstrate and advocate for legal and ethical behaviors among peers, family, and community
- Follow school acceptable use policies and understand consequences of inappropriate use, as well as follow proper use of copyrighted material and cite resources properly

Programming
- Develop a broad understanding of coding concepts

GRADE 5
Student meet in the technology program will meet once during a six-day rotation. The focus is on specific skills and developing a foundation for later future Technology Classes.

Goals for Grade 5
- Develop and strengthen keyboarding abilities with a focus on speed and accuracy
- Using Presentation Software to develop and enhance multimedia presentations for classroom and personal use
- Develop Programming skills to aid in problem solving and creative thinking
- Work collaboratively with peers to develop good communication skills and projects with good content
- Use Lego Robotics to enhance Programming Skills and Collaboration
- Receive an introduction to Object-Oriented Programming languages
- Practice general tool safety in the Design Lab
- Develop an awareness of Good Digital Citizenship in service of the global community
- Develop skills to analyze web sites for content and reliability
- Use email appropriately, efficiently, and wisely

GRADE 6
Students in the grade 6 technology program will meet once during a six-day rotation. The focus is on refining specific skills relating to coding, collaboration, and STEAM projects.

Goals for Grade 6
- Develop and strengthen organizational skills as it relates to writing code
- Develop and enhance file management skills
- Use Swift Playground to improve on Programming Skills
- Create a Digital Story using Alice and enhance the understanding of Object-Oriented programing
- Create interactive objects and structures using circuits and switches
- Practice general tool safety in the Design Lab and learn proper use of drills and saws
- Use email appropriately, efficiently, and wise7ly5
- Work collaboratively with peers to develop good communication skills and projects with good content

- Develop an awareness of Good Digital Citizenship in service of the global community
- Use additional software as deemed appropriate to support content area curriculum

GRADE 7

Students in the grade 7 technology program will meet once during a six-day rotation. The focus is on mastering specific skills relating to coding, collaboration, and STEAM projects.

Goals for Grade 7
- Deepen programming understanding through creation of a game using Alice
- Deepen programming understanding using Arduino microcontrollers
- Develop and enhance Project Based Learning skills
- Utilize previous skills in construction of interdisciplinary projects
- Practice general tool safety in the Design Lab and learn proper use of soldering and other heated tools
- Develop an awareness of Good Digital Citizenship in service of the global community
- Work collaboratively with peers to develop good communication skills and projects with good content
- Participate in selective, supervised on-line activities
- Use email appropriately, efficiently, and wisely
- Use additional software as deemed appropriate to support content area curriculum

GRADE 8

Students in the grade 8 technology program will meet once during a six-day rotation. The focus is on mastering specific skills relating to coding, collaboration, and STEAM projects.

Goals for Grade 8
- Deepen programming understanding using Arduino microcontrollers
- Develop and enhance Project Based Learning skills
- Utilize previous skills in construction of interdisciplinary projects – chiefly building a wooden canoe
- Practice general tool safety in the Design Lab and learn proper use of 3D printers and other advance tools
- Develop an awareness of Good Digital Citizenship in service of the global community
- Work collaboratively with peers to develop good communication skills and projects with good content
- Participate in selective, supervised on-line activities
- Use email appropriately, efficiently, and wisely
- Use additional software as deemed appropriate to support content area curriculum

LEADERSHIP

The goal of Leadership class is to develop and nurture the habits of mind that will make students successful as students, individuals, and future leaders. As these habits of mind are discussed, the class makes the natural connection to Chapin's five virtues of good character. A discussion of Carole Dweck's work on Growth Mindset begins the course. The course is based on Sean Covey's book entitled, The Seven Habits of Highly Effective Teens, with the focus on the first three habits.

The habits and some of the topics covered include:

Habit # 1 - Be Proactive
- What is a habit? Can a habit be changed?
- What is a paradigm? How can your paradigm change?
- What is the difference between proactive and reactive behavior?

Habit # 2 – Begin at the End
- What is a personal mission statement? Write your own.
- What are your immediate and future goals?

Habit # 3 - Put First Things First
- How do you make good use of your time?
- How can you plan and prioritize your work?

GLOBAL CITIZENSHIP

In an increasingly interconnected world, our graduates will need to be prepared to navigate an infinite number of possible contexts. The International Monetary Fund defines globalization as the "increasing integration of economies around the world, particularly through the movement of goods, services, and capital across borders." In short, our world is getting smaller, and students are becoming citizens of networks much broader than before. In this class, students discuss their identity within a global context. They can express their views and ideas on a range of topics including culture, politics, and sustainability.