



**INTERNATIONAL
CHRISTIAN
SCHOOL**

Performing Arts Handbook: 2025-2026

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"Three Musicians", By by Pablo Picasso, 1921

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Introduction to Performing Arts

Welcome to the Performing Arts Department at ICS. This Subject Handbook is designed to provide an overview of the Performing Arts Department's policies, procedures, and curriculum. It serves as a guide for teachers, students, and parents to ensure a cohesive and effective learning environment.

Performing Arts Vision and Mission

Vision

To provide students with an opportunity to identify, develop, and celebrate their God-given abilities as an avenue for expressing creativity, beauty, and connection through the performing arts.

Mission

To glorify God through excellence in the performing arts by fostering student potential, artistic process, and a lifelong commitment to worship and community service.

Secondary Department Faculty by Course

Middle School Courses	Teacher
Con Brio Choir	
Jubilate Choir	
Presto Choir	
Symphonic Choir	
Intrada Band	
Rondo Band	
Toccata Band	
Sinfonia Band	
MS Chamber Strings Ensemble	
MS Advanced Strings Ensemble	

High School Courses	Teacher
ICS Voices	
ICS Singers	
ICS Glee	
Show Band	
Concert Band	
Chamber Strings Ensemble	
Glass Guitar 1	
Glass Guitar 2	
Class Piano 1	
Class Piano 2	
Digital Music	
Music Theory	
AP Music Theory	
Theatre Arts: Production	
Theatre Arts	
Theatre Technology 1	
Theatre Technology 2	
Stagecraft	

ICS Teaching & Learning Philosophy

ICS Standards

ICS has a standards-based approach to education. This means we have clear and objective targets (standards) for learning in every subject, at every grade level. In the liberal arts (Math, Science and the Humanities) we emphasise the importance of knowledge, which is the basis for much of what we call 'skills'. In the creative arts (Music, Art and Drama) we emphasise the quality of both technique and interpretation. In Physical Education and Health we develop standards of physical capacity and skill.

Assessing learning of these standards is achieved by the use of proficiency rubrics, which clearly delineate a continuum from 'below standard' to 'approaching standard' to 'meeting standard' to 'exceeding standard'. Both formative and summative assessments are appropriate to the subject-specific standards.

Theology is the "Queen of the Sciences", and so the Bible has the pre-eminent place in our curriculum, training students in a Biblical worldview and understanding of the 'whole counsel of God'.

ICS Teaching & Learning Principles

- The Bible is our final authority in all matters of faith and conduct
- We use evidence-based practice founded on good cognitive science
- Optimal learning is knowledge-based and teacher-directed
- The teaching cycle: explicit instruction, modelling, practice, feedback
- The essence of a liberal arts education is deep reading, thinking, writing and discussion, in pursuit of goodness, truth and beauty, through Socratic dialogue
- We prioritise the known benefits of physical reading and handwriting
- We prepare students to operate effectively in a dual-modal society: departmental handbooks outline where digital technology is effective in enhancing learning, and our curriculum policy details education in digital literacy
- ICS partners with parents in mitigating the harms associated with screen-based childhood and learning, including our policies on homework and device-use

ICS Assessment

Formative assessment refers to a variety of methods teachers use to gather evidence about the effectiveness of their teaching and of students' academic progress over time. Formative feedback to students aims to help students understand where they are at with their learning, where it is they should be aiming for, and how to take next steps towards mastery of particular learning.

Summative assessments are assessments used to evaluate students' proficiency against ICS Standards in a particular unit, semester, or course. These assessments 'count' towards final grades on which ICS reports in Semester One and Semester Two.

Performing Arts Curriculum

The Performing Arts' curriculum is focused on identifying and developing the skills of our students with the goal to develop them into lifelong learners who glorify God. In our band, choral, and strings ensembles, students are placed with similarly skilled students as they develop their skills. In our Theater Arts and Theater Technology classes, students with all levels of experience collaborate together as they develop their skills.

While most of the classes have no prerequisites, there are several that require students to audition because they require a level of experience to be successful.

Note: For more information about each course in the Performing Arts Curriculum, please read the following:

- [MIDDLE SCHOOL COURSE GUIDE 2026/27](#)
- [HIGH SCHOOL COURSE GUIDE 2026/27](#)

Middle School Courses	High School Courses
Con Brio Choir	ICS Voices
Jubilate Choir	ICS Singers
Presto Choir	ICS Glee
Symphonic Choir	Show Band
Intrada Band	Concert Band
Rondo Band	Chamber Strings Ensemble
Toccata Band	Glass Guitar 1
Sinfonia Band	Glass Guitar 2
MS Chamber Strings Ensemble	Class Piano 1
MS Advanced Strings Ensemble	Class Piano 2
	Digital Music
	Music Theory
	AP Music Theory
	Theatre Arts: Production
	Theatre Arts
	Theatre Technology 1
	Theatre Technology 2
	Stagecraft

Performing Arts Course Pathways Grades 6 - 12

Middle School Course Pathways

Grade 6	Grade 7	Grade 8
	Con Brio Choir	
	Jubilate Choir	
	Presto Choir	
	Symphonic Choir	
	Intrada Band	
	Rondo Band	
	Toccata Band	
	Sinfonia Band	
	MS Chamber Strings Ensemble	
	MS Advanced Strings Ensemble	

High School Course Pathways

Grade 9	Grade 10	Grade 11	Grade 12
	Theatre Technology 1		
Theatre Technology 1		Theatre Technology 2	
	Theatre Arts		
	Theatre Arts: Production		
	Stagecraft		
	ICS Voices		
	ICS Singers		
	ICS Glee		
	Show Band		
	Concert Band		
	Chamber Strings Ensemble		
	Class Guitar 1		
Class Guitar 1		Class Guitar 2	
	Class Piano 1		
Class Piano 2		Class Piano 2	
	Digital Music		
	Music Theory		
	AP Music Theory		

School & Department Policies

General Classroom Practice

Teachers are responsible for communicating Unit Rubrics at the beginning of every unit to students and parents; teachers will provide formative feedback on every formative assessment relevant to the Unit Rubric.