**Arts Education: Grades K – 9 Outcomes**

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| K-12 Creative Productive Goal (CP): Students will inquire, create, and communicate through dance, drama, music, and visual art. |
| **Dance**CPK.1 Express ideas through exploration of the elements of dance including:* action
* body
* dynamics
* relationships
* space.
 | **Dance**CP1.1 Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points.CP1.2 Create short dance phrases using the elements of dance including:* + actions (locomotor and non-locomotor)
	+ body (whole and parts)
	+ dynamics (different ways of moving)
	+ relationships (explore variety)
	+ space (awareness of pathways, levels, sizes, shapes).
 | **Dance**CP2.1 Create and connect dance phrases using ideas about community as stimuli (e.g., our school, community events, farm life, city life, cultural heritage).CP2.2 Create and connect dance phrases using the elements of dance including:* actions (identify variety)
* body (bases)
* dynamics (move with varying speeds, duration, forces)
* relationships (using own words, classify variety of relationships with partner or object such as above, below, beside)
* space (straight or curved pathways or combinations).
 | **Dance**CP3.1 Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.CP3.2 Create dance phrases and sequences that demonstrate an understanding of the elements of dance including: * actions (five basic jumps)
* body (zones and areas)
* dynamics (extremes of speed, duration, varying forces)
* relationships (range)
* space (create and recall combinations of pathways and directions).
 | **Dance**CP4.1 Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving.CP4.2 Express ideas using the elements of dance including: * + actions (expand basic dance steps such as schottische, polka, grapevine, and step hop)
	+ body (body parts leading movements)
	+ dynamics (duration, speed, and force continuum)
	+ relationships (alone, partner, small groups)
	+ space (asymmetrical and symmetrical shapes, creating and recalling pathways).
 | **Dance**CP5.1 Create dance compositions inspired by pop culture (e.g., street dances, current dance trends in music videos).CP5.2 Express own ideas using pop dance forms and styles, and apply the elements of dance including:* + actions (extend repertoire of actions with flexibility and clarity of movement)
	+ body (arm and leg gestures that lead toward, away from, and around own bodies)
	+ dynamics (acceleration and deceleration)
	+ relationships (alone, partner, small groups)
	+ space (pathways, directions, levels, shape).
 | **Dance**CP6.1 Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).CP6.2 Investigate and manipulate elements of dance and principles of composition including repetition and contrast.CP6.3 Shape dance compositions using various choreographic forms (e.g., ABA). | **Dance**CP7.1 Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments).CP7.2 Investigate and manipulate elements of dance and principles of composition including tension and resolution.CP7.3 Create and refine transitions within choreographic forms (e.g., ABBA, narrative). | **Dance**CP8.1 Create dance compositions that express ideas and student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs).CP8.2 Investigate and use choreographic forms (e.g., theme and variations, canon).CP8.3 Choreograph one section of group choreography. | **Dance**CP9.1 Create dance compositions that express perspectives and raise awareness about a topic of concern to youth.CP9.2 Investigate and use choreographic processes (e.g., individual and collaborative choreography).CP9.3 Choreograph duo or small group work.  |
| **Drama**CPK.2 Explore a variety of drama strategies including:* role
* imaging
* parallel play
* journeys
* meetings.
 | **Drama**CP1.3 Enter into the fiction provided by the drama.CP1.4 Use language, visual images, and other ways (e.g., movement and sound effects) to represent ideas both in and out of role. | **Drama**CP2.3 Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by local stories and songs, photographs of local people and places, or events from real or fictional communities).CP2.4. Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel play, journeys, meetings) and during periods of reflection. | **Drama**CP3.3 Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration.CP3.4 Use imagination, a variety of drama strategies, and reflection to further the drama’s development. | **Drama**CP4.3 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.CP4.4 Contribute ideas, when in and out of role, and further the development of the drama by participating in consensus building, choice of strategies, and selection of dramatic alternatives.. | **Drama**CP5.3 Demonstrate how various roles, strategies, and elements (e.g., tension, contrast, symbols) function within a drama.CP5.4 Create drama using pop culture as inspiration (e.g., pop musicians and movie stars, street theatre, or stories and myths from pop culture). | **Drama**CP6.4 Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama). CP6.5 Select and use focus, tension, conflict, and symbol to convey ideas.CP6.6 Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender). | **Drama**CP7.4 Investigate how dramatic character develops from role.CP7.5 Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation.CP7.6 Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.  | **Drama**CP8.4 Demonstrate how dramatic characters interact in relationships within the drama and/or collective creation.CP8.5 Investigate how theatrical elements (e.g., story, character, design, space) are combined to achieve dramatic purpose.CP8.6 Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation. | **Drama**CP9.4 Demonstrate how roles may be developed and how dramatic characters communicate meaning to an audience.CP9.5 Manipulate drama strategies and theatrical elements (e.g., story, character, design, space) to achieve dramatic purpose.CP9.6 Express perspectives and raise awareness about a topic of concern to youth in a collective creation. |
| **Music**CPK.3 Create sound compositions exploring the elements of music including:* + repeating patterns
	+ beat (e.g., clapping, stepping, and counting)
	+ response to fast/slow paces
	+ high/low sounds
	+ loud/soft sounds
	+ sounds with distinct tone colours/timbres.
 | **Music**CP1.5 Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low).CP1.6 Demonstrate understanding of patterns and the elements of music including:* + same and different patterns
	+ rhythm (e.g., difference between beat and rhythm, sounds and silence, long and short sounds)
	+ dynamics (loud and soft)
	+ pitch (high and low sounds)
	+ texture (sounds heard alone or together)
	+ tone colours (distinguish between).
 | **Music**CP2.5 Create sound compositions using communities as inspiration.CP2.6. Create and perform music that demonstrates knowledge of:* form (repetition and contrast)
* beat (strong and weak beats/accents) and meter (2/4 and 4/4)
* rhythm (create ostinati)
* tempo (fast/slow paces)
* dynamics (loud/soft)
* pitch (high/low sounds) and pitch direction (moving up/down/staying the same)
* texture (layers of sounds)
* tone colour (variety).
 | **Music**CP3.5 Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment (e.g., natural, constructed, imagined) as inspiration.CP3.6 Create and perform music (vocal and instrumental) that demonstrates knowledge of:* + form (repeated or contrasting phrases: call/response, question/answer, rounds)
	+ rhythm (interplay of beat, tempo, and patterns of duration)
	+ pitch (combining pitch and rhythm to form melody
	+ dynamics (levels of loud/soft)
	+ texture (combining and layering sounds)
	+ tone colour (differentiate).
 | **Music**CP4.5 Demonstrate increased skills and abilities in the use of voice and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration.CP4.6 Create and perform music (voice and instrumental) that demonstrates knowledge of:* + form (round, call/response, verse/chorus, rondo)
	+ rhythm, beat, and meter (i.e., triplets, 3/4 metre, syncopation; expressive use of tempo and dynamics)
	+ pitch, melody, and pentatonic scale (do, re, mi, sol, la, do)
	+ harmony and texture (e.g., layers of sound and patterns, partner songs)
	+ timbre (e.g., instrument classifications).
 | **Music**CP5.5 Demonstrate increased skills and abilities in use of the voice and one or more instruments.CP5.6 Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of:* + form (binary – AB, ternary – ABA, rondo – ABACADA)
	+ metre as an organizational technique
	+ tempo as an organizational technique
	+ rhythm including beat, tempo, patterns of duration, and metre
	+ melodies
	+ harmony as a fundamental component in creating texture (e.g., choral accompaniment)
	+ scales that differ in structure and tonality (pentatonic, major, minor)
	+ tone colour as an organizational technique
	+ expressive use of silence.
 | **Music**CP6.7 Demonstrate increased skills and abilities in the use of the voice and instruments.CP6.8 Investigate and manipulate elements of music and principles of composition including repetition and variety.CP6.9 Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender). | **Music**CP7.7 Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and constructed environment.CP7.8 Investigate and manipulate elements of music and principles of composition including tension and resolution.CP.7.9 Use traditional and/or homemade instruments to investigate relationships between musical expression and place (e.g., world music, African and Latin drumming, Indonesian gamelan, North American First Nations’ flutes, Caribbean steel bands, urban street culture).  | **Music**CP8.7 Improvise, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles.CP8.8 Investigate and make choices about musical structures in sound composition.CP8.9 Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs). | **Music**CP9.7 Use voice, instruments, and technologies to express musical ideas.CP9.8 Combine the elements of music and principles of composition to express unified musical ideas.CP9.9 Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth. |
| **Visual Art**CPK.4 Create art works that express own observations and ideas about the world. | **Visual Art**CP1.7 Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work.CP1.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (e.g., paint, found objects).  | **Visual Art**CP2.7 Create visual art works that draw on observations and express ideas about own communities.CP2.8 Create art works using a variety of visual art concepts (e.g., secondary colours) forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art) and media (e.g., paper, found objects, paint, crayons). | **Visual Art**CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments. CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture) and media (e.g., pencils, pastels, found objects).  | **Visual Art**CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.CP4.8 Create art works using a variety of art concepts (e.g., organic shapes), forms (e.g., kinetic sculpture, mural), and media (e.g., wood, wire and found objects). |  **Visual Art**CP5.7 Create visual art works that express ideas about, and draw inspiration from, pop culture.CP5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint). | **Visual Art**CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.P6.12 Demonstrate increased skills and problem-solving abilities in a variety of visual art media.  | **Visual Art**CP7.10 Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).CP7.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about place.CP7.12 Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media. | **Visual Art**CP8.10 Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability). CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.CP8.12. Solve visual art problems using a variety of processes and media. | **Visual Art**CP9.10 Create visual art works to express perspectives and raise awareness about a topic of concern to youth.CP9.11 Select and use appropriate forms, technologies, images, and art-making processes to convey ideas about a topic of concern to youth.CP9.12 Solve visual art problems in new and unfamiliar ways. |
| K-12 Critical Responsive Goal (CR): Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry. |
| **All Strands**CRK.1 Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing). | **All Strands**CR1.1 Demonstrate understanding that the arts are a way of expressing ideas.CR1.2 Investigate and describe various reasons for creating arts expressions. | **All Strands**CR2.1 Examine arts expressions to determine how ideas for arts expressions may come from artists’ own communities.CR2.2 Use inquiry and technology to investigate a variety of arts expressions. | **All Strands**CR3.1 Describe ideas and problem-solving processes used in own arts expressions.CR3.2 Respond to arts expressions that use the environment (e.g., natural, constructed, imagined) as inspiration. | **All Strands**CR4.1 Analyze how dance, drama, music, and visual art works represent ideas and perspectives.CR4.2 Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions. | **All Strands**CR5.1, Examine the influence of pop culture on own lives and societies, and investigate the work of selected pop culture artists (e.g., Andy Warhol, popular musicians, movie stars, televised music and dance competitions).CR5.2 Respond critically and creatively to a variety of pop culture expressions. | **All Strands**CR6.1 Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music). CR6.2 Investigate and identify ways that the arts can express ideas about identity.CR6.3 Examine arts expressions and artists of various times and places. | **All Strands**CR7.1 Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.CR7.2 Investigate and identify ways that the arts can communicate a sense of place.CR7.3 Examine and describe how arts expressions of various times and places reflect diverse experiences, values, and beliefs. | **All Strands**CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.CR8.2 Investigate and identify ways that today’s arts expressions often reflect concern for social issues. CR8.3 Investigate and identify how arts expressions can reflect diverse worldviews. | **All Strands**CR9.1 Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions.CR9.2 Investigate and identify ways that today’s arts expressions can inspire change.CR9.3 Investigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs.  |
| K-12 Cultural Historical Goal (CH): Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.  |
| **All Strands**CHK.1 Investigate arts expressions found in own homes and school community in relation to own lives.CHK.2 Recognize a wide variety of arts expressions as creations of First Nations and Métis peoples. | **All Strands**CH1.1 Describe the arts and cultural traditions found in own home and school community.CH1.2 Identify traditional arts expressions of First Nations and Métis artists. | **All Strands**CH2.1 Identify key features of arts and cultural traditions in own community.CH2.2 Describe key features of traditional arts expressions of Saskatchewan First Nations and Métis artists. | **All Strands**CH3.1 Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural).CH3.2 Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions. | **All Strands**CH4.1 Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry.CH4.2 Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists. | **All Strands**CH5.1 Examine perspectives on contemporary life as expressed by artists in pop culture and mass media (e.g., representations of young people in ads, sitcoms, animations, and music videos).CH5.2 Compare traditional and evolving arts expressions of First Nation, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.CH5.3 Analyze and describe how arts and popular culture expressions convey information about the time and place in which they were created. | **All Strands**CH6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.CH6.2 Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.CH6.3 Investigate arts expressions from a range of cultures and countries, and analyze how cultural identity is reflected in the work. | **All Strands**CH7.1 Investigate how artists’ relationship to place may be reflected in their work. CH7.2 Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments).CH7.3 Investigate and identify a variety of factors that influence artists, their work, and careers. | **All Strands**CH8.1 Research and share insights about arts expressions that incorporate social commentary.CH8.2 Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.CH8.3 Demonstrate understanding of how contemporary artists use and incorporate new technology into their work.CH8.4 Examine and respond to the work of artists who incorporate more than one art form in their work (e.g., combining poetry and music). | **All Strands**CH9.1 Investigate and discuss the role of artists in raising awareness or taking action on topics of concern.CH9.2 Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.CH9.3 Investigate diversity of artistic ideas, styles, and media in contemporary arts expressions.CH9.4 Create interdisciplinary arts expressions individually or through collaboration with peers, and examine the work of artists who create interdisciplinary expressions (e.g., sound and poetry, performance art, audio visual installations). |