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| **Subject: Arts Education 1 – Dance, Drama, Music and Visual Art**  **Outcome CH1.1 Describe the arts and cultural traditions found in own home and school community.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assistance I can recognize artists working in my community. | I can identify different kinds of arts in my home and community. | I can describe the art and cultural art forms in my home and community. | I can use my understanding of the art and culture to compare the different art forms found in my community. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Recognize that there are artists working in own community.**
* **Identify different kinds of arts expressions in home and community.**
* **Demonstrate awareness that people from various cultures create artistic products and presentations as an important part of their heritage.**
* Respond to arts expressions found in own home and community, both verbally and non-verbally.

Refer to the Saskatchewan Curriculum Guide [Grade 1](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=outcomes&lang=en&subj=arts_education&level=1)

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| **Subject: Arts Education 1 – Dance, Drama, Music and Visual Art**  **Outcome CH1.2 Identify traditional arts expressions of First Nations and Métis artists.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assistance I can identify the characteristics of FNM art. | I can identify the basic images, ideas and emotions expressed in FNM art. | I can identify the images, ideas and emotions expressed in FNM art and recognize how this is exhibited in different regions. | I can compare and contrast the different art expression of FNM artists. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Describe observations of traditional arts expressions of First Nations and Métis artists.**
* Sing songs of First Nations and Métis cultural groups.
* Observe, describe, and perform grade-appropriate and culturally appropriate social dances.
* Show an interest in knowing more about First Nations and Métis artists and their work.
* **Discuss stories, images, ideas, and/or emotions expressed in First Nations and Métis traditional arts expressions.**
* **Recognize there are regional differences among First Nations arts expressions.**
* **Investigate characteristics of arts expressions of First Nations.**
* Talk about the importance of the circle in First Nations communities.
* Explore and identify First Nation art forms that incorporate elements from nature.

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| **Subject: Arts Education 1 – Dance, Drama, Music and Visual Art**  **Outcome CR1.1 Demonstrate understanding that the arts are a way of expressing ideas.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assistance I can identify ideas and feeling expressed in art. | I can identify ideas and feelings expressed in art. | I can demonstrate and understanding of how ideas and feelings are expressed in art. I can identify the main ideas and feeling in my own work. I can share my observations. | I can use my knowledge of how ideas are expressed to use arts terminology when discussing the arts. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **View and listen to arts expressions with curiosity.**
* Make connections between arts expressions and own lives.
* Examine individual and collaborative problem-solving and decision-making process.
* **Discuss how arts expressions can represent feelings and ideas.**
* Share thoughts and feelings evoked by works of art.
* Use grade-appropriate arts terminology when discussing the arts.
* **Identify main ideas or feelings in own arts expressions.**
* Describe ways that arts expressions can have an effect on people.

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| **Subject: Arts Education 1 – Dance, Drama, Music and Visual Art**  **Outcome CR1.2 Investigate and describe various reasons for creating arts expressions.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assitance I can ask questions about artists and the arts. | I can ask questions about artists and the arts. | I can investigate reasons for creating art expression through questions and research using a variety of sources. I can describe those reasons. | I can use my research to provide insightful reasons for create art expressions. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Pose questions about artists and the arts.**
* **Determine ways to find answers to questions posed.**
* **Locate information about the arts from various sources including technology.**
* Describe various purposes for the arts and careers associated with each.

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| **Subject: Arts Education 1 - Dance**  **Outcome CP1.1 Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assistance I can create movements in response to different stimuli. | I can create movements in responses to different stimuli. | I can respond to stories, poems, observations, visual images, music, sounds or objects through movements and movement patterns. | I can thoughtfully respond to different stimuli and create meaningful movements and movement patterns. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Use movements and movement patterns to respond to stimuli from diverse sources such as stories, poems, observations, visual images, music, sounds, or objects.**
* View and listen attentively to dance stimuli.
* Recall and retell, using own words, ideas related to the stimuli.
* Ask questions related to the stimuli to contribute to dance-making inquiry process.
* Use movement patterns to represent own ideas and feelings.
* Use movements in many different ways in response to a given stimuli.
* Apply personal experience and imagination to express ideas in dance.
* Discuss and share movement and dance ideas with other students.

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| **Subject: Arts Education 1 - Dance**  **Outcome 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).** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assistance I can demonstrate elements of dance. | I can demonstrate different ways of moving. | I can create short dance phrases using locomotor and non-locomotor actions, showing different ways of moving, a variety of body movements, and pathways. | I can use my knowledge of movemnt to explore and create dance phrases. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* Compare how contrasting movements can express different ideas.
* **Connect movements from dance explorations to create short dance phrases.**
* **Use different kinds of locomotor and non-locomotor actions in own dance compositions.**
* Investigate and demonstrate locomotor actions using even and uneven rhythms such as walking, galloping, and running in time to an external beat, and apply to own dance phrases.
* **Investigate what own body can do in dance by exploring a variety of whole body and body part movements.**
* Explore and identify, using own words, many different ways of executing movements to express ideas.
* **Identify and demonstrate many different kinds of relationship possibilities such as near, far, above, below, in front, behind, sideways, under, over, inside, around, leading, and following in dance explorations and compositions.**
* **Use various pathways on the floor when moving through space in dance explorations and compositions.**
* **Use a variety of directions, levels, sizes, and shapes in personal and general space during dance explorations and compositions.**
* Identify own and peers’ use of the elements in the dance-making process.

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| **Subject: Arts Education 1 - Drama**  **Outcome CP1.3 Enter into the fiction provided by the drama.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assistance I can contribute questions and ideas to a drama topic. | I can contribute questions and ideas to a drama topic. | I can contibute to the creation of a drama, through ideas and imagination. I can work with others in this process. | I can assess and evaluate my contribution to the drama. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Ask questions to contribute to inquiry on a drama topic.**
* **Contribute ideas to the drama.**
* Listen to the contributions of others and seek ways to be inclusive of others’ ideas and points of view.
* **Collaborate with others in dramatic contexts.**
* Explore and demonstrate various strategies within the drama.
* **Use imagination in dramatic contexts.**
* **Accept surprises in the drama.**
* **Incorporate new information into unfolding episodes of the drama.**

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| **Subject: Arts Education 1 - Drama**  **Outcome CP1.4 Use language, visual images, and other ways (e.g., movement, sound effects) to represent ideas both in and out of role.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assistance I can express ideas by speaking in role. | I can express ideas by speaking in role. | I can use language, visual images, movement and sound effects to express ideas both in and out of role. | I can examine my problem-solving and decision-making processes and how my and my classmates ideas work together. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Express ideas by speaking in role.**
* **Represent ideas in the drama using visual images**.
* **Use movement to express ideas in drama.**
* Demonstrate ability to focus on the main idea of each dramatic episode.
* **Recognize that active, energetic drama episodes are often followed by quiet, still episodes; that loudness is often followed by quietness; and that lights and sounds can be used to change the mood or the way a drama is developing**.
* Examine individual and collaborative problem-solving and decision-making processes.
* Identify how own and peers’ ideas worked together in the drama.

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| **Subject: Arts Education 1 - Music**  **Outcome CP1.5 Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low).** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assistance I can create a variety of sounds. | I can create different sounds and play simple pitched and non-pitched instruments. | I can create and make a meaningful contributions to decisions about music expressions. | I can use invented notation to represent sound compostions and through a variety of notation devices. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* Experiment with the voice and instruments by creating and imitating sounds.
* **Contribute to music inquiry questions and processes.**
* **Play simple pitched and non-pitched instruments and body percussion.**
* **Create a variety of different sounds from one sound source.**
* **Select sounds with purpose, and organize sounds to convey particular images or expressive qualities.**
* Use invented notation to represent sound compositions, and recognize that sounds/music may be represented through a variety of notation devices.
* Discuss individual and group problem-solving and decision-making processes.
* Identify own contributions to collaborative processes.

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| **Subject: Arts Education 1 - Music**  **Outcome 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).** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assistance I can imitate different patterns and rhythms. | I can imitate different patterns and rhythms. | I can demonstrate my understanding of elements of music through patterns, rhythm, dynamics, pitch, texture and tone. | I can use grade-appropriate music terminology to describe the elemental characteristics of sounds. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Use movement and body percussion to investigate and represent music patterns and concepts.**
* **Make same and different patterns using found objects, voice, and percussion instruments.**
* **Recognize and perform a steady beat and various grade-appropriate rhythmic patterns.**
* Imitate, create, and respond to simple rhythmic and melodic patterns.
* Investigate contrasts between sounds.
* Identify and respond to loud/soft and louder/softer sounds in speech, music, and the environment.
* **Identify high/low sounds in speech, music, and the environment**.
* Sing a variety of grade-appropriate music, matching pitch with some accuracy.
* Distinguish between sounds heard alone and sounds heard together.
* **Distinguish differences of sound qualities between one sound object/instrument and another.**
* Use grade-appropriate music terminology to describe the elemental characteristics of sounds.

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| **Subject: Arts Education 1 – Visual Art**  **Outcome CP1.7 Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assistance I can investigate patterns. | I can investigate patterns. | I can investigate through observation patterns in nature, built environments and my own and other art works. I can identify and create formal and informal patterns. I can note the use or repetition of color, line and shape. | I can create new and insightful questions about the existence and creation of visual patterns. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Observe and describe patterns in the natural and built environments and in selected art works, and explore the use of patterns in own work.**
* **Represent details of the physical appearance of plants, animals, people, and objects, noting how patterns can be created by repetition of colours, lines, and shapes.**
* **Identify and create formal patterns and informal patterns in surroundings and art works.**
* **Ask questions to contribute to inquiry about the existence and creation of visual patterns.**

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| **Subject: Arts Education 1 – Visual Art**  **Outcome CP1.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| With assistance I can create art work that express my ideas. | I can create art work that expresses my ideas. | I can create art work that expresses my ideas. I can identify and explore different visual art forms. | I can use my understanding of different art forms and media to make thoughtful decision regarding the media, tools and paper size when creating my own art. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Identify and explore many different colours in own surroundings and in art works, and identify red, yellow, and blue as primary colours.**
* **Identify and explore many different textures, shapes, and forms in own surroundings and in art works.**
* Make size comparisons in own and others’ art works.
* Identify and represent top, bottom, front, back, and sides of objects.
* Recognize that what is seen of an object changes with different points of view.
* **Describe own sources of ideas for art works, and discuss ideas in the art works of others such as picture book illustrations.**
* **Develop co-ordination and skills in using simple visual art tools and various materials/media.**
* Make decisions about art media, tools, and paper size in creating a visual art expression.

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