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|  **Subject: Arts Education 2 – Dance, Drama, Music, Visual Art****Outcome CH 2.1 Identify key features of arts and cultural traditions in own 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 respond to a variety of art expressions in my community. |  I can respond to a variety of art expressions in my community. | I can identify and describe the key features of arts and cultural traditions found in my community. | I can use my understanding to analyze the key features of arts and cultural traditions found in my community. |

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

* Describe how, from earliest times, human beings have influenced their communities through the creation of arts expressions.
* **Respond to a variety of arts expressions in own communities.**
* Recognize there are a variety of arts expressions in Saskatchewan.
* View and listen to the work of artists from various cultural groups.
* **Describe how people in own community participate in the arts in a variety of ways.**
* **Investigate the arts and cultural traditions found in own community.**
* Describe and analyze key features of arts and cultural traditions found in own community.

Refer to the Saskatchewan Curriculum Guide [grade 2 outcomes](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=outcomes&lang=en&subj=arts_education&level=2)

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|  **Subject: Arts Education 2 – Dance, Drama, Music, Visual Art****Outcome CH 2.2 Describe key features of traditional arts expressions of Saskatchewan 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 view and respond to traditional art expressions of FNM artists. | I can identify key features of traditional art expressions. | I can investigate, identify and describe the key features of traditional FNM art expressions. | I can compare the difference among traditional art expressions. |

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

* Compare differences among traditional arts expressions.
* **Investigate the distinct characteristics of First Nations and Métis dances and dance regalia including connections to history.**
* **Identify characteristics of individual dance styles.**
* **Identify characteristics of traditional music styles.**

Refer to the Saskatchewan Curriculum Guide [grade 2 outcomes](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=outcomes&lang=en&subj=arts_education&level=2)

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|  **Subject: Arts Education 2 – Dance, Drama, Music, Visual Art****Outcome CR 2.1 Examine arts expressions to determine how ideas for arts expressions may come from artists’ own communities.**  |
| **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 describe the ideas and feelings of various art works. | I can identify how artists express ideas and feeling through art. | I can investigate and describe how artists express their own ideas and those of their communities in their work.  | I can compare and contrast various art expressions form different communities. |

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

* **Describe or infer how art works are created for a variety of reasons.**
* **Discuss, with guidance, how the arts tell something about the society or community in which they were created.**
* **Recognize that an audience will not see or hear everything in an arts expression at first introduction.**
* Demonstrate sensitivity to differing responses and interpretations, recognizing that not everyone responds the same way to a work of art.
* **Investigate and describe how artists and their work affect our visual environment and other forms of daily interactions.**
* **Investigate and discuss why arts expressions are created in various communities.**
* Respond to arts expressions in own communities, both verbally and non-verbally.

Refer to the Saskatchewan Curriculum Guide [Grade 2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=2&outcome=2.1)

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|  **Subject: Arts Education 2 – Dance, Drama, Music, Visual Art****Outcome CR 2.2 Use inquiry and technology to investigate a variety of 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 assistance I can pose questions about the arts. | I can pose questions about the arts.  | I can pose compelling questions and use inquiry and technology to investigate a variety of arts expressions. | I can assess my inquiry questions to generate new and insightful questions for inquiry. |

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

* **Use libraries, community resources, and the Internet as sources of information about artists and their work.**
* **Investigate various arts expressions in own communities, throughout the world, and in different eras.**
* **Pose questions about the arts and determine which questions are compelling enough to investigate as a group.**
* **Plan how to answer some or all of the questions posed as a whole group or in small groups.**
* **Locate information about the arts from various sources.**
* **Manage information discovered about the arts using different methods including technology.**
* Document and share collaborative inquiry findings with other students or with a community audience.

Refer to the Saskatchewan Curriculum Guide [Grade 2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=2&outcome=2.2)

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|  **Subject: Arts Education 2 – Dance** **Outcome CP 2.1 Create and connect dance phrases using ideas about community as stimuli (e.g., our school, community events, farm life, city life, cultural heritage).**  |
| **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 dance phrases. | I can select and connect exploratory movements to create dance phrases. | I can create dance phrases to reflect community life and my cultural heritage. | I can show my understanding of dance phrases by identifying and comparing characteristics of classmates dances. |

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

* **Select and connect movements from explorations to create dance phrases.**
* **Create dance phrases that have a beginning position and an end position.**
* Extend own body’s range of movement and strength.
* Describe and use dance ideas drawn from sources in own community.
* **Recognize how various stimuli such as personal observations, stories, poems, music, or objects can be used as starting points for own dance explorations.**
* **Ask questions related to the stimuli to contribute to dance-making inquiry process.**
* Identify and compare characteristics of own and peers’ dances.
* Reflect and discuss ideas with peers to help make decisions about own dances.

Refer to the Saskatchewan Curriculum Guide [grade 2 outcomes](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=outcomes&lang=en&subj=arts_education&level=2)

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|  **Subject: Arts Education 2 – Dance** **Outcome CP 2.2 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).** |
| **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 dance phrases. | I can create dance phrases. | I can create and connect dance phrases based on my improvisation of dance elements. | Using my knowledge of the elements of dance I can create and connect rich and detailed dance phrases. |

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

* **Seek a variety of solutions in movement explorations (improvisation).**
* Observe the motion of objects and people and incorporate these observations in movement explorations.
* Explore and solve movement problems, or inquiry questions, in several different ways (e.g., How many different ways can we use the scarves or streamers in straight pathways and curved pathways?).
* **Demonstrate and discuss how movement patterns can repeat and contrast.**
* **Identify how various parts of the body can act as a base to support the rest of the body (e.g., supporting the body with one foot and one hand).**
* **Identify and investigate different kinds of locomotor (travelling) and non-locomotor actions, and explore a variety of ways to walk, run, leap, slide, gallop, jump, hop, turn, twist, bend, stretch, and pause.**
* **Move with a variety of speeds (fast and slow), duration (short and long), and varying forces (push and pull, strong and light) for expressive purposes.**
* Classify even and uneven rhythmic patterns of various movements.
* **Use straight or curved pathways or combinations of both in movement explorations.**
* **Explore and identify a variety of directions, levels, sizes, and shapes in personal and general space.**
* Using own words, classify and investigate movement relationships with a partner or an object (e.g., beside, behind, above, below).

Refer to the Saskatchewan Curriculum Guide [Grade 2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=2&outcome=1.2)

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|  **Subject: Arts Education 2 – Drama** **Outcome CP 2.3 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).** |
| **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 use my imagination to create roles. | I can use my imagination to create roles. | I can use my imagination and observation of the community as an inspiration to collaborate and create roles in dramatic situations.  | I can discuss how some roles may display more power and authority than others at different times during the drama. |

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

* Demonstrate a willingness to enter into the fiction provided by the drama.
* **Adopt roles in dramatic situations and interact appropriately with others in roles drawing on imagination and own understanding of the context.**
* **Collaborate with others and recognize the need to work together within dramatic contexts.**
* **Listen to and respect the contributions of others.**
* **Use imagination to explore various possibilities in dramatic contexts**.
* Accept surprises in the drama and be willing to incorporate new information into unfolding episodes of the contextual drama.
* Discuss how some roles may display more power and authority than others at different times during the drama.
* **Use observations of own community as inspiration when working in and out of role.**

Refer to the Saskatchewan Curriculum Guide [Grade 2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=2&outcome=1.3)

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|  **Subject: Arts Education 2 – Drama** **Outcome CP 2.4 Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel play, journeys, meetings) and during periods of reflection.**  |
| **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 describe the main idea of each dramatic episode. | I can contribute to drama discussion with stories of my own experience. | I can contribute ideas in a variety of drama strategies from my own experience and from other sources. | I can evaluate my contributions and plan ways to improve the drama. |

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

* Use inquiry processes to explore a question or topic that is of individual or group interest for contextual drama.
* **Use libraries, resource people, the Internet, and other sources of information for drama work.**
* Describe the main ideas of each dramatic episode.
* Use visual images and language to represent ideas, both in and out of role.
* **Recognize, with guidance, how characters/roles, objects, and places can represent ideas.**
* **Recall and respond to the drama work, both in and out of role.**
* **Contribute to drama discussions with stories of own experience.**
* Discuss how strategies such as role, flashback, or tableau worked in the drama and begin to use the correct terminology.
* **Use strategies other than discussion to reflect on drama work.**
* **Demonstrate use of imagination when exploring various possibilities in dramatic contexts.**

Refer to the Saskatchewan Curriculum Guide [Grade 2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=2&outcome=1.4)

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|  **Subject: Arts Education 2 – Music** **Outcome CP 2.5 Create sound compositions using communities as inspiration.**  |
| **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 sound compositions. | I can create sound compostions. | I can use different community settings to create music focusing on purpose, pitch and rhythm to create different effects. | I can experiment with invented and traditional notation as a way of preserving the compositions created by the class. |

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

* Experiment with a variety of simple found objects and selected instruments, both pitched and unpitched.
* **Describe the elemental characteristics of sounds from a variety of settings in the community.**
* Make distinctions between different voices and voice qualities in speech and song.
* **Sing and create songs and chants using ideas sourced from the students’ communities and from various cultural communities, controlling breathing, pitch, rhythm, and dynamics.**
* **Describe sources of ideas for music compositions.**
* Make decisions about ideas, sounds, instruments, and order in creating a music expression.
* **Select and create sounds for composition with purpose, recognizing that different combinations of instruments, voices, or sound objects create different effects**.
* Discuss images and expressive qualities evoked by music expressions.
* Use reflection and discussion to learn and make decisions about own music expressions.
* Describe decisions made in selection and use of sounds, instruments, and order.
* Experiment with invented and traditional notation as a way of preserving compositions, recognizing that sounds/music may be represented through a variety of notation devices.

Refer to the Saskatchewan Curriculum Guide [Grade 2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=2&outcome=1.5)

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|  **Subject: Arts Education 2 – Music** **Outcome CP 2.6 Create and perform music that demonstrates understanding 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).** |
| **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 and perform music. | I can create and perform music.  | I can create and perfom music that demonstrates: form, beat, meter, rhythm, tempo, dynamics, pitch, pitch direction, texture and tone colour.  | I can show my understanding of music by creating my own music vocabulary and music terminology to create common understanding.  |

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

* Contribute to music inquiry questions and processes to explore form and the elements of music.
* Explore contrasts between sounds with voice and instruments.
* Incorporate different sounds from a single sound source in music compositions.
* **Maintain a steady beat (pulse) and identify accents with a strong movement.**
* **Perform and create various grade-appropriate melodic and rhythmic osintati (patterns) using repetition and contrast.**
* **Compare and use different tempos (fast/slow, faster/slower paces) and dynamics (loud/soft, louder/softer sounds) in speech and music.**
* **Compare and use different pitches (high/low sounds) and pitch direction (moving up/down, staying the same) in speech and music.**
* **Investigate various ways of creating harmony (combining pitch and rhythm) and texture, and recognize differences in sounds heard alone and sounds heard together.**
* **Compare and use varieties of tone colour/timbre in speech and music.**
* Use own words, and music terminology, to develop common understanding and use of the language.

Refer to the Saskatchewan Curriculum Guide [Grade 2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=2&outcome=1.6)

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|  **Subject: Arts Education 2 – Visual Art****Outcome CP 2.7 Create visual art works that draw on observations and express ideas about own communities.**  |
| **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 visual art works that reflect my community. | I can create visual art works that reflect my community. | I can investigate and create visual art works that reflect my own observations and ideas about my community. | I can compare differing art works, including my own and my classmates’ expressions. |

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

* **Use inquiry processes to explore a question or topic related to interest in own community.**
* Identify and represent details in the appearance of plants, animals, people, and objects.
* **Explore size relationships by measuring using non-standard referents or comparisons.**
* **Identify the difference between two dimensions and three dimensions.**
* **Investigate and observe how people, animals, and objects look different from different points of view.**
* Compare differing ideas in art works, including own and peers’ visual expressions.
* Describe how ideas for visual expressions come from many different sources.
* Reflect and discuss to help make decisions about own art works.
* **Identify sources of inspiration and describe decisions made in creating own art works.**
* Recognize, with guidance, how own visual images communicate non-verbally.

Refer to the Saskatchewan Curriculum Guide [Grade 2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=2&outcome=1.7)

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|  **Subject: Arts Education 2 – Visual Art****Outcome CP 2.8 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).**  |
| **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 works.  | I can create art works. | I can create art works intentionally using a variety of visual art concepts, forms and media.  | I can critique my use of visual art concepts, forms and media. |

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

* Make basic decisions about own methods and materials.
* Demonstrate safety, co-ordination, and skills in using simple visual art tools and materials.
* Classify a large variety of lines using own words and apply in own work.
* **Illustrate how secondary colours are created when combining two primary colours.**
* **Investigate and illustrate how the same colour can be light or dark.**
* **Classify different kinds of textures using own words and apply observations to own work.**
* **Classify different kinds of shapes using own words and apply to own work.**
* **Identify basic forms such as cubes and spheres, and recognize that forms have space all around them**.
* Classify different kinds of patterns using own words and apply to own work.
* Identify examples of contrast in own surroundings and in art works.
* Describe and represent the position of objects relative to other objects

Refer to the Saskatchewan Curriculum Guide [Grade 2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=2&outcome=1.8)