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|  **Subject: Arts Education 5 – Dance, Drama, Music and Visual Art****Outcome CH 5.1 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).**  |
| **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 help, I can identify an example of pop culture. | I can identify examples of pop culture. | I can defend generalizations about life using examples from images in pop culture and mass media. | I can evaluate the impact of stereotypes in pop culture and make a connection to my life. |

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

* **Critically analyze and describe representations of life by artists in pop culture.**
* Create arts expressions in response to research and personal opinions about the influence of pop culture trends, fads, and fashions.
* **Critique pop culture representations for potential stereotypes**.
* Research various careers of pop culture artists and discuss rewards and challenges of careers in mass media.

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5&outcome=3.1)

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| **Subject: Arts Education 5 – Dance, Drama, Music and Visual Art****Outcome CH 5.2 Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.** |
| **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.** |
| I can identify FNMI artists and with help, can describe the style of art. | I can identify contemporary FNMI artists and describe how their work differs from traditional forms of art. | I can identify several contemporary FNMI artists and compare influences of pop culture in different regions of Canada.  | I can examine how issues related to colonization, assimilation, and racism are expressed through the work of First Nations and Métis artists.  |

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

* Research and categorize traditional and contemporary First Nations and Métis arts expressions from different regions in Canada.
* **Identify several contemporary Canadian First Nations, Métis, and Inuit artists and discuss cultural traditions and ideas reflected in their work.**
* **Investigate the influence of popular culture on contemporary First Nations artists.**
* Examine how issues related to colonization, assimilation, and racism are expressed through the work of First Nations and Métis artists.

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5&outcome=3.2)

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|  **Subject: Arts Education 5 – Dance, Drama, Music and Visual Art****Outcome CR 5.1 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).** |
| **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.** |
| I find it  | I am  | I can research popular culture and show the connection to my life and the ways in which I am influenced.  | I can connect my understanding of popular culture to other eras in history and how it chamges over time. |

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

* **Analyze and describe the influence of pop culture on contemporary societies, and on own lives.**
* **Investigate arts expressions that are currently part of mainstream popular culture, and research historical influences on these expressions.**
* Analyze relationships between art and pop culture.
* Investigate and report on the role of marketing in the promotion and distribution of pop culture products.

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5&outcome=2.1)

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|  **Subject: Arts Education 5 – Dance, Drama, Music and Visual Art****Outcome CR 5.2 Respond critically and creatively to a variety of pop culture 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.** |
| I can do research on an artist with assistance.  | I can identify a popular Cnadian artist. | I can research a popular Canadian artist and interpret my response in a work of my own. | I can respond to a contemporary artist in two or more different ways. |

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

* **Research contemporary popular Canadian artists and arts expressions and create own work in response.**
* Justify interpretations and opinions of pop culture expressions based on critical thinking, research, and evidence in the work.
* Respond to contemporary pop culture arts expressions in two or more different ways (e.g., formal criticism, contextual approach, creative approach, or multi-connection approach as described in the curriculum support document entitled *Responding to Arts Expressions* available on the Ministry of Education website).

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5&outcome=2.2)

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| **Subject: Arts Education 5 – Dance****Outcome CP 5.1 Create dance compositions inspired by pop culture (e.g., street dances, current dance trends in music videos).**  |
| **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 help I can generate ideas for a dance. | I am able to develop movement ideas through improvisation. | I am able to create a dance through a process that involves exploration of ideas, refinement of movement choices and reflection .  | I can use critical reflection to refine my dance and notation to teach it to others. |

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

* **Investigate potential sources of ideas for dance related to pop culture.**
* Pose questions about pop culture to explore through a dance-making inquiry process.
* Collaborate with peers to select a common starting point, and generate further ideas for dance compositions.
* Demonstrate research skills, and use guided Internet searches, as part of the inquiry and dance-making process.
* **Generate and develop movement ideas through improvisation.**
* **Select, with increasing discernment, movements from explorations to create and connect dance phrases that express ideas.**
* Record dance and movement ideas in learning logs, videos, or reflective journals.
* Develop and refine dance ideas collaboratively using critical reflection.
* Describe ideas expressed in own dance compositions.

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5)

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| **Subject: Arts Education 5 – Dance****Outcome CP 5.2 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).**  |
| **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 help, I can repreat a dance sequence.  | I can use some elements of dance in my movement phrase. | I am able to express my own ideas by applying the elements of dance. | I can demonstrate innovation when applying the elements of actions, body, dynamics, relationships, and space in my own dance compositions and recognize in dances of others. |

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

* Demonstrate innovation when applying the elements of actions, body, dynamics, relationships, and space in own dance compositions.
* **Create arm and leg gestures that lead toward, away from, and around own bodies.**
* **Extend repertoire of actions with attention paid to flexibility and clarity of movements.**
* **Control acceleration and deceleration of movements (quickly and slowly).**
* Examine how energy is used to resist gravity.
* Move in a variety of ways to metric and non-metric rhythms.
* Carve space into volumes with own bodies.
* **Practise clarity of shape when in motion or in stillness.**
* **Incorporate various relationships alone, with a partner, and in small groups.**
* Identify and experiment with transitions between dance phrase
* **Organize movement sequences in meaningful ways.**
* Apply repetition and variety of movements and movement sequences in dances.
* Recall and recreate movement phrases and sequences.
* Extend own body’s range of movement and strength with attention paid to balance and correct alignment.

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5&outcome=1.2)

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| **Subject: Arts Education 5 – Drama****Outcome CP 5.3 Demonstrate how various roles, strategies, and elements (e.g., tension, contrast, symbols) function within a 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.** |
| I can take on a role but need assistance to maintain it. | I can take on a role and respond to others while in role. | I can maintain a role in scenarios, and respond to surprises to increase tension and show contrast while in character.  | I can analyze how symbols function within the drama and transfer this understanding to new scenarios.  |

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

* **Demonstrate sustained belief in each dramatic situation and a variety of own roles.**
* Respond to others in role in ways that aid the progress of the drama.
* Use language expressively when speaking and writing in role.
* Analyze and describe how various roles and strategies functioned within the drama.
* Apply focus in own work, and explain why focus serves an important function in drama.
* **Describe how surprises can often create the element of tension, which serves an important function in drama work.**
* **Investigate the use of contrast in drama work.**
* **Demonstrate how symbols may serve specific functions in drama work.**
* Discuss drama work in relation to own lives and communities.

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5&outcome=1.3)

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| **Subject: Arts Education 5 – Drama****Outcome CP 5.4 Create drama using pop culture as inspiration (e.g., pop musicians and movie stars, street theatre, or stories and myths from pop culture).**  |
| **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.** |
| I need assistance to work with others. | I can use my imagination in a drama. | I can develop a drama inspired by popular culture or from a popular theatre style. | I can improvise and provide alternative ideas in various dramatic situations.  |

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

* **Pose questions related to popular culture to inspire inquiry through drama.**
* **Investigate and participate in various forms of popular theatre.**
* **Use imagination to help extend the dramatic context.**
* Identify new ways to further the drama based on discussions of the work.
* Work co-operatively within dramatic contexts and describe the responsibilities and challenges of working this way.
* Improvise and provide alternative ideas in various dramatic situations.
* Provide solutions to refine the work based on reflection and discussions about the drama.

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5&outcome=1.4)

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| **Subject: Arts Education 5 – Music****Outcome CP 5.5 Demonstrate increased skills and abilities in use of the voice and one or more instruments.**  |
| **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.** |
| I need support to sing and/or play an instrunment. | I show partial growth in my skill and ability with voice and/or an instrument. | I can demonstrate a substantial increase in skills with voice and/or instruments.  | I can make an insightful analysis of how instruments can be used in traditional and non-traditional ways to create a variety of distinctive sounds and styles.  |

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

* Use voice and instruments purposefully to convey feelings and own ideas.
* **Sing in tune and continue to develop the ability to sing harmony.**
* Recognize there are a diverse range of voice types, styles, and forms of individual and group vocal expression.
* Use traditional and non-traditional notational devices in music created and performed.
* **Explore the qualities and characteristics of own voices.**
* **Extend skills and abilities in the use of one or more selected instruments.**
* Analyze how instruments can be used in traditional and non-traditional ways to create a variety of distinctive sounds and styles.
* Recognize and appreciate the acquisition of instrumental/vocal technical skills and their contribution to music expression.

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5&outcome=1.5)

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| **Subject: Arts Education 5 – Music****Outcome CP 5.6 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.**  |
| **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.** |
| I can explore various sounds but need assistance to organize them into an idea. | I can create a sound composition that demonstrates knowledge of one element of music. | I am able to use inquiry to create an interesting sound composition that demonstrates understanding of music elements. | I can expand on sound/music ideas in my journal to incorporate several related or contrasting ideas within a single music composition and evaluate the expressive quality.  |

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

* **Use elements of music and voice/instruments to convey feelings and own ideas.**
* **Pose questions to initiate and guide inquiry into sound composition process.**
* Demonstrate ways that music can suggest images and moods or express ideas.
* **Investigate and demonstrate how metre, tempo, dynamics, and tone colour can be used as organizational techniques in music.**
* Demonstrate understanding that rhythm is subdivided into four categories: beat, tempo, patterns of duration, and metre.
* Investigate ways that melodies can be shaped to create musical expression.
* Examine ways that scales differ in structure and tonality.
* Demonstrate knowledge of different forms in music.
* Investigate how silence can be used expressively in music.
* Describe how own music compositions express unique ideas and possess expressive qualities.
* Incorporate more than one related or contrasting idea within a single music composition.
* Expand on sound/music ideas from journals.
* Use the Internet to find and discuss compositions that demonstrate music concepts currently under study.
* Recall and describe own decision making in the creation of music and the development of musical ideas.
* Use improvisation and accidental discoveries where appropriate in own compositions.

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5&outcome=1.6)

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| **Subject: Arts Education 5 – Visual Art****Outcome CP 5.7 Create visual art works that express ideas about, and draw inspiration from, pop culture.** |
| **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 support, I can recognize art influenced by popular culture.  | I can recreate a pop art style in my own art making.  | I can use an inquiry process to explore where ideas come from and create meanigful art inspired from popular culture | I can collaborate with other students to plan, document and create art from a visual art inquiry into pop art. |

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

* **Pose questions about pop culture and investigate the questions individually or collectively through visual art.**
* Collaborate with other students to plan a visual art inquiry into pop art.
* Collaborate with other students to decide how to document the inquiry process and share resulting products.
* Use research, including guided Internet searches, as part of the inquiry process.
* Expand skills and abilities and demonstrate self-awareness in decision-making about art making methods and materials.
* **Experiment with pop art styles in 2-D and 3-D.**
* **Describe how ideas can come from such sources as memory, research, observation, feelings, or imagination.**
* Expand on visual art ideas in their visual journals, learning logs, or sketchbooks.
* Recognize the value of accidental discoveries in own work and put them to use, where appropriate.
* Use self-reflection and describe why it is important to visual art processes.
* **Describe meaning of own art work.**

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5&outcome=1.7)

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| **Subject: Arts Education 5 – Visual Art****Outcome CP 5.8 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).** |
| **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.** |
| I need assistance to identify visual art concepts.  | I can create art that shows one art concept. | I can create art that skillfully uses concepts and forms of art in a variety of media.  | I can create the illusion of three dimensions when drawing and can teach it to others. |

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

* **Use the elements of line, colour, texture, shape, form, and space in ways that reflect a pop art style**.
* Explore colour relationships in the environment and in pop art styles.
* **Identify how space can be positive or negative in art works and assess the use of these concepts in own work.**
* Examine ways of creating contrast.
* Examine different types of balance.
* Demonstrate ability to represent visual details to enhance depictions of plants, animals, people, and objects.
* Investigate how proportion is a matter of size comparison.
* Analyze and investigate ways of creating the illusion of three dimensions through drawing.

Refer to the [Saskatchewan Curriculum Guide](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=5&outcome=1.8)