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| **Subject: Arts Education 3 – Dance, Drama, Music and Visual Art**  **Outcome CH 3.1 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).** | | | |
| **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 different kinds of art expressions. | I can investigate different kinds of arts expressions in my community. | I am able to describe how an arts expression tells something about the community and culture in which it was created. | I show how people of various cultures in their own surrounding communities participate in the arts and can discuss why they do so. |

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

* **Investigate many different kinds of arts expressions.**
* **Share information about an artist working in own community through individual research or collaborative inquiry**.
* Conduct research and guided Internet searches for information about Saskatchewan artists.
* **Describe how an arts expression tells something about the community and culture in which it was created.**
* Describe ways that people of various cultures in own and surrounding communities participate in the arts and discuss why they do so.

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=3&outcome=3.1)

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| **Subject: Arts Education 3 – Dance, Drama, Music and Visual Art**  **Outcome CH 3.2 Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions.** | | | |
| **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 FNM artists and their role in my community. | I am able to recognize and describe key features of FNM artist in their communities. | I am able to recognize and describe distinctions between artists in various communities. | I can compare and contrast the relationship of FNM artists to the land, people and enviroment. |

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

* **Share information about the arts expressions of Saskatchewan First Nations and Métis artists gained through individual research or collaborative inquiry.**
* **Describe, using own words, key features of arts expressions by Saskatchewan First Nations and Métis artists in own community and beyond.**
* Perform songs, music, and dances of various styles as appropriate.
* **Recognize and describe distinctions between various arts styles.**
* Observe, listen to, and inquire about First Nations and Métis arts and protocols related to arts expressions.
* Investigate arts expressions of First Nations and Métis artists whose work speaks to the relationship between people, the land, and environment.

[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=3&outcome=3.2)

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| **Subject: Arts Education 3 – Dance, Drama, Music and Visual Art**  **Outcome CR 3.1 Describe ideas and problem-solving processes used in own 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 describe arts expressions. | I can identify how my art makes me feel. | I can identify and describe how arts expressions of myself and others make me think and feel. | I can use inquiry to solve problems that arise from group discussion. |

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

* **Identify and describe how arts expressions make them think and feel.**
* Discuss ideas for own arts expressions incorporating personal interests and experience.
* **Discuss own and group inquiry and creative problem-solving processes.**

Refer to the [Saskatchewan Curriculum Guide](file://localhost/ttps/::www.edonline.sk.ca:webapps:moe-curriculum-BBLEARN:index.jsp%3Fview=indicators&lang=en&subj=arts_education&level=3&outcome=2.1)

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| **Subject: Arts Education 3 – Dance, Drama, Music and Visual Art**  **Outcome CR 3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) 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 respond to arts expressions in one way. | I can respond to arts expressions in more than one way. | I can respond to arts expressions, through various ways, that use the enviroment as inspiration. | I can insightfully respond to arts expressions in various ways by myself and in a gorup. |

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

* **Demonstrate ways that arts expressions can represent ideas and convey meaning verbally and non-verbally.**
* **Use own words to demonstrate awareness of arts languages and creative processes.**
* Discuss with peers varying interpretations of the same arts expression, recognizing that not everyone responds the same way.
* Create an arts expression in response to, or in the same style as, a professional artist and identify connections to the original work.
* **Respond to arts expressions in various ways such as verbally, through movement, music, or 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=3&outcome=2.2)

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| **Subject: Arts Education 3 – Dance**  **Outcome CP 3.1 Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.** | | | |
| **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 ideas that respond to stimuli. | I am able to generate ideas for dance phrases that relate to given stimuli. | I can generate a range of alternatives for representing movement ideas from stimuli. | I combine movements into dance dance phrases and reflect on others dance phrases. |

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

* **Generate ideas for stimuli as starting points for dance compositions.**
* Ask questions about the stimuli to contribute to dance-making inquiry.
* **Create a wide variety of movements to a given stimuli.**
* **Generate a range of alternatives for representing movement ideas and solving movement problems.**
* Reflect on which movements worked best and adjust own work accordingly.
* Combine movements into dance phrases that have a beginning position, a middle, and end position.

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=3&outcome=1.1)

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| **Subject: Arts Education 3 – Dance**  **Outcome CP 3.2 Create dance phrases and sequences that demonstrate 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).** | | | |
| **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 minimal dance elements. | I can demonstrate an understanding of some elements of dance. | I am able demonstrate dance phrases that show an understanding of dance elements including actions, body, dynamics, relationships, space. | I can generate my own movements in order to demonstrate an understanding of dance elements. |

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

* Generate movements in order to represent own movement ideas.
* **Apply knowledge of body zones including right side, left side, front, back, upper half, and lower half to own movements.**
* **Apply a wide variety of actions including the five basic jumps of leap, hop, jump (from two feet to land on two feet), sissone (from two feet to land on one foot), and assemble (from one foot to land on two feet).**
* **Apply a variety of dynamics including moving with the extremes of speed (fast and slow), duration (short and long), and varying forces (strong and light).**
* Demonstrate that energy is on a continuum of a little to a lot and apply to own movement explorations and dances.
* Demonstrate ways of grouping speed and duration to form rhythmic patterns.
* **Apply a range of relationships to dance compositions.**
* **Create and recall a variety of combinations of straight and curved pathways on the floor, and illustrate differences.**

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=3&outcome=1.2)

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| **Subject: Arts Education 3 – Drama**  **Outcome CP 3.3 Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) 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 demonstrate a role within a dramatice situation. | I can demonstrate commitment to character in a dramatic role. | I am able to demonstrate the ability to maintain a role throughout a dramatic episode. | I can demonstrate a dramatic episode and respond to other sdramatic episodes. |

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

* **Demonstrate commitment to roles and the fiction represented in the dramatic situation.**
* **Demonstrate ability to maintain a role throughout one or more dramatic episodes.**
* **Respond appropriately and imaginatively to others in role to further the dramatic work.**
* Use language purposefully when speaking and writing in role.

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=3&outcome=1.3)

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| **Subject: Arts Education 3 – Drama**  **Outcome CP 3.4 Use imagination, a variety of drama strategies, and reflection to further the drama’s development.** | | | |
| **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 to the drama through inquiry. | I can ask questions that contribute to the topic of the drama | I am able to use a variety of strategies to further the drama’s development. | I can confidently show and reflect upon a variety of strategies within dramatic situations. |

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

* Support contributions to drama discussions with stories of own or community experience.
* Work together within dramatic contexts.
* Discuss advantages of working collaboratively.
* **Ask questions to contribute to inquiry of the topic through drama.**
* Listen at all times within a drama and discuss how this behavior contributes to the drama’s success.
* Demonstrate respect for the contributions of others.
* **Use imagination to explore various possibilities in dramatic contexts.**
* **Demonstrate confidence in using a variety of strategies within dramatic situations.**

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=3&outcome=1.4)

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| **Subject: Arts Education 3 – Music**  **Outcome CP 3.5 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.** | | | |
| **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 can demonstrate basic skills using sound objects, insturments and voice. | I can demonstrate basic skills in voice and instrument use in response to the enviroment. | I can use the enviroment to improvise basic phrases using instruments and voice. |

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

* Make considered choices to express ideas using a variety of sound objects and instruments.
* **Play a variety of sound objects and instruments with expression.**
* **Match pitch, and sing grade-appropriate songs with accurate rhythm and expression.**
* Create vocal and instrumental compositions, and investigate questions and music concepts through collaborative inquiry.
* **Experiment with contrasting tempos and dynamics to represent different ideas about the environment.**
* **Improvise melodic phrases to represent different ideas about the environment.**
* Record own sound compositions using simple representations of the sounds.

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=3&outcome=1.5)

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| **Subject: Arts Education 3 – Music**  **Outcome CP 3.6 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).** | | | |
| **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 some elements of musical composition and performance. | I can recognize and imitate musical phrases. | I can create and perform music that demonstrates a knowledge of some elements of music. | I can apply the elements of form, rhythm, pitch, dynamic, texture and tone color to create and perform music. |

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

* Create rhythmic and/or vocal answers to rhythmic and/or vocal questions.
* Investigate how beats are/can be systematically grouped into twos, threes, and combinations and multiples of twos and threes.
* **Imitate and create repeated and contrasting rhythmic phrases in simple metres.**
* Investigate questions arising from inquiry into the elements of music and form.
* **Apply understanding of tempo recognizing that music may move relatively fast or slow.**
* **Demonstrate and apply understanding of dynamics recognizing that sounds may differ in levels of loud/soft in speech and music.**
* **Demonstrate and apply understanding of rhythm and patterns of duration**.
* Investigate ways of combining pitch and rhythm to form melody in music.
* **Investigate ways of creating texture in music.**

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=3&outcome=1.6)

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| **Subject: Arts Education 3 – Visual Art**  **Outcome CP 3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.** | | | |
| **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 make partial connections between my enviroment and visual art. | I can represent my enviroment visually. | I can ask questions and create art works that express ideas about enviroment. | I can use research and inquiry to create visual art works that represent my enviroment. |

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

* Generate questions that arise from the investigation of a topic or area of interest to initiate inquiry.
* **Develop a plan to visually explore selected question(s).**
* Use guided Internet searches to investigate how artists represent the environment in different ways.
* **Explore inquiry questions visually.**
* Discuss how the plan and visual exploration is evolving, and adjust decisions accordingly.
* Use guided Internet searches to investigate how artists use different art forms and media to express their ideas.

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=3&outcome=1.7)

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| **Subject: Arts Education 3 – Visual Art**  **Outcome CP 3.8 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).** | | | |
| **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 variations in visual art concepts. | I can recognize and identify differences in forms and media in visual art. | I can create art work using a variety of forms and media. | I can compare and contrast concepts in the visual art created by myself and others. |

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

* Observe visual details, and include details to enhance depictions of animals, people, and objects.
* **Apply understanding of contour lines to form the outline of an object.**
* **Investigate relationships of colours on the colour wheel.**
* Demonstrate ways to change a colour’s value by adding white or black.
* **Use three-dimensional materials such as clay to create real textures.**
* **Recognize circles, squares, triangles, and rectangles as geometric shapes and apply this knowledge to art work.**
* **Recognize cubes, cylinders, and spheres as geometric forms and apply this knowledge to art work.**
* Identify formal and informal patterns in own surroundings and art works.
* Identify examples of contrast in own surroundings and in art works.

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=3&outcome=1.8)