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| **Subject: Arts Education – Dance, Drama, Music and Visual Art****Outcome CH 6.1Investigate how personal, cultural, or regional identity may be reflected in 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 research how artists’ identities influence their work and share my findings. | I can research how artists’ identities influence their work and share my findings. | I can investigate and analyze how identity can be expressed in various art forms.  | I can analyze how identity can be expressed in various art forms and apply this understanding to the creation of my own artworks. |

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

* **Apply critical thinking when analyzing and describing how identity is expressed in arts expressions.**
* Participate, when possible, in partnerships with Saskatchewan artists and arts organizations to increase understanding of arts content and practices, and to understand how identity may be expressed in various art forms.
* Use inquiry and share findings about professional artists in Saskatchewan, examining their expressions and various identities.
* **Describe why personal and cultural identity is often an important influence in the creation of arts expressions.**

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=3.1)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art****Outcome CH 6.2 Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary 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 research how cultural identity can be reflected in contemporary art expressions. | I can research how cultural identity can be reflected in contemporary art expressions. | I can identify and analyze ways that cultural identity can be expressed in First Nations, Metis, and Inuit contemporary art expressions. | I can compare and analyze ways that traditional and contemporary art expressions reflect cultural identity. |

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

* **Formulate questions and conduct an inquiry to discover how the work of various contemporary First Nations, Métis, and Inuit dance, drama, music, and visual artists expresses cultural identity.**
* Observe, listen to, and inquire about the traditional protocols that may affect contemporary arts expressions.
* **Analyze and discuss how artists reflect cultural identity in their work.**
* Make connections between traditional expressions of cultural identity and the ideas of contemporary artists.
* Engage in research to deepen understanding of how cultural identity is expressed in contemporary work.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=3.2)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art****Outcome CH 6.3 Investigate arts expressions from a range of cultures and countries, and analyze how cultural identity is reflected in the 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 research how various cultures reflect their identity in their arts expressions. | I can research how various cultures reflect their identity in their arts expressions. | I can investigate arts expressions from around the world and analyze how cultural identity is relflected in their arts expressions. | I can analyze how cultural identity can over time. |

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

* View and listen to a range of traditional and contemporary arts expressions from around the world.
* **Use the Internet, and other sources such as community resource people, to help identify, discuss, and analyze traditional and contemporary arts expressions from specific cultural groups.**
* Compare traditional and contemporary arts expressions from specific cultural groups.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=3.3)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art****Outcome CR 6.1Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).** |
| **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. | I can respond to arts expressions. | I can create personal responses to a variety of arts expressions. I can describe how personal response and own arts expression connects to the original work. | I can discuss interpretations of a variety of arts expressions, recognizing that cultural background and experiences affect those interpretations, and create my own expression in response to the original work. |

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

* Demonstrate critical and creative thinking when responding to the work of Saskatchewan and other Canadian dance, drama, music, and visual artists.
* Recognize that cultural background and experiences affect responses to arts expressions and the understanding of symbols and meanings.
* **Discuss interpretations of arts expressions and create own expressions in response to the original work.**
* **Describe how personal response and own arts expression connects to the original work.**

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=2.1)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art****Outcome CR 6.2Investigate and identify ways that the arts can express ideas about identity.** |
| **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 how identity can be expressed through the arts. | I can describe how identity can be expressed through the arts. | I can investigate and identify ways that the arts can express ideas about identity.  | I can reflect on and discuss the intentions, problem-solving processes, and interpretations of own and others’ arts expressions including how they relate to the concept of identity. |

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

* **Analyze and describe how identity may be expressed through various styles and forms of art.**
* Reflect on and discuss the intentions, problem-solving processes, and interpretations of own and others’ arts expressions including how they relate to the concept of identity.
* Demonstrate awareness that artists are curious about their world and explore significant questions and concepts such as identity.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6.](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=2.2)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art****Outcome CR 6.3Examine arts expressions and artists of various times and places.** |
| **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 arts expressions and artists of various times and places. | I can describe arts expressions and artists of various times and places. | I can examine arts expressions and artists of various times and places. | I can interpret, evaluate, and analyze arts expressions and artists of various times and places. |

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

* **Describe, analyze, interpret, and draw conclusions about the content and aesthetics of various arts expressions.**
* **Interpret and evaluate art works in an informed manner, and expand arts vocabulary.**
* **Support opinions about arts expressions with evidence found in the work and further study.**
* Describe the many contributions artists make to community life.
* **Demonstrate open-mindedness when responding to arts expressions.**
* Consider informed opinions and worldviews that differ from their own.
* Discuss personal characteristics and career requirements of professional artists .

[Refer to the Saskatchewan Curriculum Guide Arts Education 6.](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=2.3)

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|  **Subject: Arts Education – Dance****Outcome CP 6.1 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).** |
| **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 participate in dance. | I can participate in dance. | I can create dance compositions that express ideas about identity and how it is influenced. | I can reflect upon the choices I made during the dance-making process and how these choices influenced the meaning of my dance. |

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

* **Use inquiry in dance to extend understanding of identity** (e.g., examine how pop culture trends influence youth identities):
* Generate key questions to guide inquiry in dance.
* Summarize and focus knowledge of topic to determine information needs.
* Generate additional relevant questions for deeper exploration.
* Use the Internet and other relevant sources to research and gather ideas for dance-making.
* Use the dance-making process to explore the central questions and ideas.
* Expand on dance and movement ideas in reflective records such as journals, blogs, and video or audio recordings.
* Keep a record of dance phrases using invented and/or traditional notation symbols, and video where possible, to explore, record, and reconstruct movements.
* Reflect, analyze, and make connections between the original topic or inquiry question and subsequent dance explorations.
* Investigate how a single idea can be developed in many ways and directions.
* Demonstrate self-awareness in decision making about own movement selections.
* **Reflect on how movement and dance elements can be organized to convey meaning in dance.**
* Reflect upon choices made during dance-making process.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.1)

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| **Subject: Arts Education – Dance****Outcome CP 6.2 Investigate and manipulate elements of dance and principles of composition including repetition and contrast.** |
| **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 explore through movement the elements of dance and principles of composition. | I can explore through movement the elements of dance and principles of composition. | I can manipulate and explore the elements of dance and principles of composition in the creation of expressive movement. | I can analyze my use of the elements of dance and principles of composition in the creation of expressive movement. |

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

* Investigate and demonstrate choreographic principles using the elements of actions, body, relationships, dynamics, and space.
* **Analyze, discuss, and explore through movement, the principles of repetition and contrast in dance.**
* **Demonstrate ways that contrast creates interest or variety in dance.**
* Use inquiry questions to guide investigations into the elements of dance and the principles of repetition and contrast.
* Show how movements can be initiated from the centre or the periphery of the body and incorporated into dance.
* **Extend repertoire of actions for expressive purposes and to demonstrate repetition and contrast.**
* Create with own bodies various volumes and pathways on the floor and through space using repetition and contrast.
* Explore and apply biomechanical concepts and principles of force production, force absorption, and resistance (see grade 6 physical education curriculum outcome 6.7) during warm-ups and dance compositions.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.2)

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| **Subject: Arts Education – Dance****Outcome CP 6.3 Shape dance compositions using various choreographic forms (e.g., ABA).** |
| **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 experiment using some choreographic forms in my dance compositions. | I can experiment using some choreographic forms in my dance compositions. | I can create dance compositions using various choreographic forms. | I can analyze the effectiveness of my choreographic form in my dance composition. |

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

* **Investigate and demonstrate different ways of sequencing and developing movements and phrases.**
* Demonstrate expressive transitional movements between dance phrases and sequences.
* **Explore various forms in own dance compositions.**
* Apply understanding of form as an organizing structure in dance.
* Experiment with the use of focus and apply to own work.
* Determine effectiveness of transitions and form in own dance compositions.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.3)

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| **Subject: Arts Education – Drama****Outcome CP 6.4 Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio 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 assume a role that has already been created. | I can assume a role that has already been created. | I can create and develop roles in selected drama forms. | I can reflect on and explain the effectiveness of my portrayal of various roles. |

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

* **Sustain belief in own roles and in the roles assumed by others.**
* Use language to achieve dramatic purposes when speaking and writing in role.
* **Assume different types of roles and fictional identities in drama work.**
* **Demonstrate a willingness to take a risk in developing new roles.**
* Reflect on, and explain, how the various roles function and express different identities within the work.
* Draw on own life experience and imagination when speaking and representing ideas in role.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.4)

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| **Subject: Arts Education – Drama****Outcome CP 6.5 Select and use focus, tension, conflict, and symbol to convey 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 use focus, tension, conflict, and symbol in my drama work. | I can use focus, tension, conflict, and symbol in my drama work. | I can choose and use focus, tension, conflict, and symbol purposefully to create meaning in drama work. | I can assess and evaluate my use of focus, tension, conflict, and symbol to create meaning in drama work. I can use my analysis to improve my work. |

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

* **Support the focus during pair and group work, improvisations, and the development of dramatic episodes.**
* **Suggest various ways to create a sense of tension or conflict in the drama work.**
* **Suggest various ways to use symbols in the drama work.**
* Use the language and vocabulary of drama when reflecting on the work.
* Suggest ways to refine and improve the work.
* Describe how ideas expressed through symbol, for example, in dramas and collective creations relate to own lives, cultures, and society.
* Assess and evaluate use of tension, conflict, and symbol in own work, and apply conclusions to new work.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.5)

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| **Subject: Arts Education – Drama****Outcome CP 6.6 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).** |
| **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 participate in the collaboration of a drama by offering ideas. | I can participate in the collaboration of a drama by offering ideas. | I can collaborate with others on a drama that expresses ideas about identity and how identity is influenced. | I can demonstrate leadership in creating a collaborative drama. |

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

* Use inquiry in drama to extend understanding about identity and how it is influenced:
* Generate questions to guide inquiry in drama.
* Use the Internet and other sources to research and gain information and ideas that will contribute to the authenticity and significance of the drama.
* **Contribute ideas to the topic, focus, and development of the drama.**
* Propose options and choose from among many possible drama strategies to help direct the course and quality of the work.
* Recognize that dramas, and episodes within dramas, have focus; and help to identify and maintain that focus.
* Understand how conflict and tension can impel a response or action in a drama.
* Examine ways of creating contrast in a drama.
* Use symbol to represent ideas about identity and to convey meaning in drama.
* **Demonstrate a willingness to negotiate, accept the ideas of others, and work toward consensus in dramatic work.**
* Confer with peers to decide how work will be documented and shared.
* **Describe how the drama conveys ideas about identity, and how the drama might be refined.**

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.6)

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| **Subject: Arts Education – Music****Outcome CP 6.7 Demonstrate increased skills and abilities in the use of voice and 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.** |
| With assistance, I can experiment with my voice and some instruments. | I can experiment with my voice and some instruments. | I can extend my skills and abilities in the use of voice and instruments by experimenting with and creating music. | I can analyze my own musical performances and suggest areas for improvement. I can refine my work based on my suggestions. |

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

* **Experiment with voice and instruments by creating a wide variety of sounds and sound patterns.**
* **Extend skills in singing and expand ability to sing harmony and parts.**
* Recognize, and be sensitive to, ways that voices change with age and musical experience.
* Distinguish among diverse voice types, styles, and forms of vocal expression.
* **Sing, play, and create music that demonstrates a variety of techniques and styles.**
* Demonstrate focused listening.
* Change the feel, style, or add another part to an existing piece of music.
* Prepare, rehearse, present, and assess own music performances.
* Collaborate on the identification and evaluation of performance criteria such as clarity, unity, and expression.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.7)

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| **Subject: Arts Education – Music****Outcome CP 6.8 Investigate and manipulate elements of music and principles of composition including repetition and 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 identify some of the elements of music and principles of composition used by musicians and composers. | I can identify some of the elements of music and principles of composition used by musicians and composers. | I can examine and manipulate the elements of music and principles of composition in vocal and/or instrumental music. | I can analyze and refine my use of the elements of music and principles of composition based on the intention of my music. |

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

* Use inquiry in music to extend understanding of the composition principles of repetition and variety:
* Pose questions to guide inquiry into how elements of music can be manipulated to create repetition and variety.
* Experiment with voice and instruments to explore the inquiry questions.
* Collaborate with peers to document the inquiry process.
* Rehearse and perform to share inquiry results with others.
* Demonstrate how musicians and composers use principles of composition such as repetition and variety as tools to organize the elements of music.
* **Identify repetition and variety in own music and the music of others, and analyze how it is achieved.**
* Investigate how phrases in vocal and instrumental music can be repeated or contrasted with other phrases to create larger structural units.
* Play rhythmic ostinatos inspired by music of various cultures, identifying how repetition and variety are achieved.
* **Investigate ways that variety can add interest and repetition can hold a musical piece together.**
* Create and manipulate melodic phrases using repetition and variety.
* Demonstrate balance between repetition and variety in a melody.
* **Demonstrate and discuss how increase in texture can make music more interesting.**
* **Examine ways that silence can be used in compositions.**
* Use the Internet and other sources to identify, analyze, and create repetition and variety in different styles of music.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.8)

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| **Subject: Arts Education – Music****Outcome CP 6.9 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).** |
| **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 compositions. | I can create sound compositions that explore relationships between music and identity. | I can reflect upon and assess my choices made during the composing process. I can use these suggestions to improve my sound compositions. |

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

* Use inquiry in music to extend understanding of relationships between music and identity:
* Generate questions to guide inquiry into ways that adolescents’ identity might be influenced by, or reflected in, different musical styles.
* Access a broad range of resources as sources of information.
* Convey understanding of identity as expressed in own music compositions and/or performances.
* Collaborate with peers to document the inquiry and composition process.
* **Collaborate on the creation of sound compositions that convey a sense of identity.**
* **Explain how various compositions express identity.**
* **Reflect upon choices made during the composing process.**

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.9)

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| **Subject: Arts Education – Visual Art****Outcome CP 6.10 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).** |
| **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 recreate visual art works that express ideas about identity. | I can recreate visual art works that express ideas about identity. | I can create visual art works that express ideas about identity and how it is influenced.  | I can reflect upon and analyze the choices I have made in creating my visual art work. I can use these suggestions to improve how I have expressed ideas about identity.  |

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

* Use inquiry in visual art to extend understanding of identity (e.g., examine how pop culture trends such as clothing design, hair styles, and visual images in mass media influence youth identities):
* Generate key questions to guide inquiry in visual art.
* Summarize and focus knowledge of topic to determine information needs.
* Generate additional relevant questions for deeper exploration.
* Use the Internet and other sources to gather ideas for visual art.
* Explore the central questions and ideas visually.
* Expand on ideas in reflective records such as visual journals, blogs, and video or audio recordings.
* **Investigate how a single idea can be developed in many ways and directions.**
* Recognize valuable accidents in explorations and put them to use when appropriate.
* **Demonstrate self-awareness in decision making about own choices of media, techniques, and subject matter.**
* Reflect, analyze, and make connections between the original topic or inquiry question and subsequent visual art explorations.
* Reflect on how images, elements of art, and principles of composition can be organized to convey meaning and express identity in visual art.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.10)

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| **Subject: Arts Education – Visual Art****Outcome CP 6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.**  |
| **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 experiment with various visual art forms, images, and art-making processes. | I can experiment with various visual art forms, images, and art-making processes. | I can investigate and use various art forms, images, and art-making processes to express ideas about identity. I can apply what I have learned in my investigations to my own work. | I can analyze my skills and choice of forms, images, and processes. I can use this analysis to refine and improve my work.  |

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

* **Select various visual art forms to express ideas about youth and identity.**
* **Investigate how visual artists and popular media manipulate the elements of art (i.e., line, colour, texture, shape, form, and space) and principles of design to achieve intentions, and apply understanding to own work.**
* Make keen observations of detail, and increase skills in representing unique features of individual people, animals, plants, and objects.
* Identify and create visual patterns.
* Examine ways of creating contrast.
* Observe, interpret, and discuss the use of symbols to represent ideas.
* Use the Internet and other sources to gain information about the use of symbolic imagery and apply to own work.
* **Demonstrate how symbols and other images can be used to convey meaning.**

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.11)

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| **Subject: Arts Education – Visual Art****Outcome CP 6.12 Demonstrate increased skills and problem-solving abilities in a variety of visual art media.**  |
| **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 art-making tools, technology, materials, and techniques. | I can use art-making tools, technology, materials, and techniques. | I can improve my art-making skills and increase my problem-solving abilities through the exploration of a variety of visual art media. | I can evaluate my art-making skills and problem-solving abilities. I can use these evaluations to improve my skills and abilities. |

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

* **Explore and determine appropriate media, technology, forms, and methods for visual expression.**
* **Demonstrate skillful use of a range of appropriate tools, technology, materials, and techniques.**
* **Recognize that decision making and problem solving are essential to the creative process, and apply to own work.**
* Describe own critical and creative thinking, decision-making, and problem-solving processes.

[Refer to the Saskatchewan Curriculum Guide Arts Education 6](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=6&outcome=1.12)