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|  **Subject: Arts Education 7 – Dance, Drama, Music and Visual Art** **Outcome CH7.1: Investigate how artists’ relationship to place may be reflected in their 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.** |
| I can identify there are differences in art disciplines. | I can describe the inspiration for an art discipline as related to place.  | I can view an art discipline and analyze how place is a source of inspiration and how it reflects relationship. | I can make connections between artists from different disciplines by analyzing relationship to place. |

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

* Examine arts expressions from around the world to determine how, and why, place is often represented or reflected in the work.
* **Describe ways that an artist’s place might be a source of inspiration in different arts disciplines**.
* **Analyze and describe contributions that artistic work makes to the individual and his or her place/community**.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=3.1)

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|  **Subject: Arts Education 7 – Dance, Drama, Music and Visual Art** **Outcome CH7.2: Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural 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 need assistance to identify different cultures and art making practices. | I can research differences between various Indigenous cultures and artists as related to place. | I can examine and compare differences between Indigenous artists, specifically as is related to place, land and choice of medium and share with others.  | I can make insightful connections between the influence of place to contemporary Indigenous artists around the world within cultural and contemporary contexts. |

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

* **Research Indigenous artists from around the world to examine how their work conveys the importance of land, and share these insights with others.**
* Analyze and interpret the work of Indigenous artists within its cultural and contemporary contexts.
* **Examine and compare how the land influences the choices made by Indigenous artists around the world**.
* Demonstrate awareness of how contemporary Indigenous artists are influenced by place.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=3.2)

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|  **Subject: Arts Education 7 – Dance, Drama, Music and Visual Art** **Outcome CH7.3: Investigate and identify a variety of factors that influence artists, their work, and careers.** |
| **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 list art careers in various art disciplines. | I can list art careers in various art disciplines and identify factors that influence artists’ careers. | I can investigate and identify a variety of factors that influence artists, their wok and careers. | I can make a persuasive argument for taking a career path in the arts in Canada while also recognizing possible barriers and issues. |

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

* **Research to determine various influences on the work and careers of selected Canadian artists.**
* **Describe some of the entrepreneurship abilities (e.g., marketing, networking, risk taking, innovation, self-discipline, technological literacy, independent learning) required by artists in different disciplines.**
* Analyze relationships among artistic work, the community, and the economy (e.g., What do artists and arts organizations contribute to the community?).
* Examine work scenarios in the arts involving issues such as stereotyping, bias, and discrimination (e.g., stereotyping of male dancers, or males and females using non-traditional visual art materials) and discuss how these may limit opportunities.
* Explain ways that technology is used by artists in dance, drama, music, visual art, and interdisciplinary creations.
* Research and analyze new forms of technology used by contemporary artists to create and market their work.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=3.3)

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|  **Subject: Arts Education 7 – Dance, Drama, Music and Visual Art** **Outcome CR 7.1: Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.** |
| **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 some language of the art form when discussing a professional work.  | I can use the language of the art form to respond to the professional work viewed or heard. | I can show understanding of a professional art piece by using a responding process that includes language, analysis and interpretation. | I can interpret a professional art piece with an insightful analysis and create an original new work of my own in response. |

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

**a. Describe, analyze, and interpret dance, drama, music, and visual art works.**

**b. Demonstrate critical and creative thinking using one or more approaches such as those described in “Responding to Arts Expressions”.**

c. Conduct research into the contexts within which selected arts expressions were created, and present findings in innovative ways.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=2.1)

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|  **Subject: Arts Education 7 – Dance, Drama, Music and Visual Art** **Outcome CR 7.2: Investigate and identify ways that the arts can communicate a sense of place.** |
| **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 there are differences in artist style and approach. | I can research an artist and describe how place is expressed in their art form. | I can investigate using a variety of sources and analyze how the arts can communicate a sense of place. | I can make insightful connections between art work, the artist and their process and can transfer this understanding to all arts strands. |

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

**a. Analyze and discuss the intentions, development, and interpretations of the concept of place as represented in own and peers’ art works.**

**b. Research, using the Internet and other sources, to investigate how some professional artists express a sense of place in their work.**

c. Share research findings or documentation with others.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=2.2)

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|  **Subject: Arts Education 7 – Dance, Drama, Music and Visual Art** **Outcome CR 7.3: Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.** |
| **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 there are differences in artist style. | I can identify difference in artist style and relate it to culture.  | I can distinguish and describe diversity of style between artists as related to experience, values and beliefs. | I can make insightful connections between style, the artist and their culture and can transfer this understanding to all arts strands. |

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

**a. Distinguish among diverse styles of visual art, dance, drama/ theatre, music, and other forms of expression (e.g., film) from different cultural and historical contexts.**

b. Examine own and peers’ work as expressions of unique experiences, and personal values and beliefs, created within a particular time and place.

**c. Examine and analyze diverse artistic representations and interpretations of place (e.g., relationships with the land and urban/rural environments) in the work of Saskatchewan artists including, for example, music, lyrics, First Nations’ drum groups and dances, Métis arts, heritage social dances, dramatic arts, landscape painters, architects, or site specific works.**

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=2.3)

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|  **Subject: Arts Education 7 – Dance****Outcome CP7.1: Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural 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 unerstanding.** |
| I need assistance to use dance to express ideas. | I can participate in dance compositions created by others. | I can create my own dance composition about place from an inquiry process. | I can create a dance composition and use critical thinking to convey deep meaning for the 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 place**:
	+ Generate key questions, and summarize knowledge of topic
	+ Prepare and use a plan to access the Internet and other sources to gather ideas for dance-making
	+ **Use the dance-making process to explore the central questions and ideas**
	+ Use journals, blogs, and video or audio recordings.
	+ **Use invented and/or traditional notation symbols, and video**
	+ 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
* Recognize valuable accidents in exploration and put them to use when appropriate.
* **Demonstrate self-awareness in decision making about own movement selections.**
* **Reflect on how movement, dance elements, and principles of composition can be organized to convey meaning in dance**

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7)

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|  **Subject: Arts Education 7 – Dance** **Outcome CP7.2: Investigate and manipulate the elements of dance and principles of composition including tension and resolution.** |
| **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 participate in dance. | I can identify how dance has a beginning, middle and end in the composition. | I can create my own compositions that show dance elements, and tension and resolution with expression and confidence. | I can create expressive dance compositions from an iquiry process and apply biomechanical concepts and principles. |

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

* **Demonstrate ways of creating tension and resolution using the elements of actions, body, relationships, dynamics, and space.**
* Use inquiry to investigate questions about relationships among the elements of dance and principles of tension and resolution.
* **Identify ways that dances begin, build toward something, and come to resolutions.**
* Investigate and demonstrate ways that tension can function as a highlight or turning-point in a dance.
* Investigate and demonstrate ways that resolution resolves or settles sections.
* View and analyze own and peers’ dance compositions for application of dance elements and tension and resolution.
* **Use the elements and principles expressively in dance.**
* Practice sustaining and controlling energy.
* Explore and apply biomechanical concepts and principles of balance, stability, spin, and rotation (see grade 7 physical education curriculum outcome 7.6) during warm-ups and dance compositions.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=1.2)

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|  **Subject: Arts Education 7 – Dance** **Outcome CP7.3: Create and refine transitions within choreographic forms (e.g., ABBA, narrative).** |
| **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 make transitions between dance phrases. | I can sequence a transition between phrases. | I can create my own dance compositions with transitions between phrases for various choreographic forms. | I can create transitions and use a reflection, decision makinig and problem solving process. |

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

* **Sequence movements purposefully to support transitions when creating and combining dance phrases.**
* **Demonstrate clarity of transitions between dance phrases.**
* Develop and refine transitions using reflection, decision making, and movement problem solving.
* **Create dance transitions for various forms.**
* Demonstrate how the whole body contributes to focus that can be inward or outward during movement phrases and transitions.
* Repeat movement phrases and transitions of increasing difficulty with accuracy.
* Take risks and solve dance problems in new ways.
* Extend body’s range of movement, strength, and balance with attention paid to correct alignment and clarity of action.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=1.3)

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|  **Subject: Arts Education 7 – Drama** **Outcome CP7.4: Investigate how dramatic character develops from role.** |
| **Beginning – 1****I need help.** | **Approaching – 2****I have a basic understanding.** | **Proficiency – 3****My work consistently meets expectations.** | **Mastery – 4****I have a deeper understanding.** |
| I need assistance to develop a character. | I can explore roles with actions. | I can create characters in drama with confidence and imagination when speaking and writing in role. | I can confidently portray character through role play and in new situations that shows insight into self and others. |

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

* **Demonstrate confidence and imagination when working in various roles.**
* **Investigate when in role how character may be expressed through actions.**
* **Use language with purpose to develop character and achieve dramatic intent when speaking and writing in role.**
* Discuss own roles and analyze contributions to the work.
* Demonstrate when in role how characters use actions or interact with others for different purposes.
* Revise work based upon reflection and critical analysis of the role and character.
* Identify how roles and drama work can contribute to deeper understanding of self and others.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=1.4)

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|  **Subject: Arts Education 7 – Drama** **Outcome CP7.5: Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation.** |
| **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 negotiate and collaborate in drama. | I can choose strategies and offer ideas to the group. | I can use strategies and collaborate to create an effective drama that incorporates the elements of drama.  | I can show deep understanding of elements, strategies, strong leadership through collaboration and can direct others in the course of the drama work.  |

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

* **Contribute to the choice and use of drama strategies such as tableau, tapping in, writing in role, improvisation, and a variety of others to achieve purpose.**
* Investigate the many possibilities for structure and direction of dramatic works.
* **Recognize that co-operative effort is essential to satisfaction in drama and collaborate with others to help direct the course of the drama work.**
* Negotiate, accept the ideas of others, and work toward consensus in dramatic work.
* Identify and discuss the importance of focus to successful drama work.
* **Identify and discuss the presence of tension and contrast in own drama work.**
* **Identify the objects or events in drama work that function as symbols.**
* Reflect on and describe the contributions and the work of each group member.
* Explain how drama work helps to develop a deeper understanding of communication and interdependence.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=1.5)

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|  **Subject: Arts Education 7 – Drama** **Outcome CP7.6: Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.** |
| **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 express ideas in drama in relation to place. | I can offer ideas for drama related to place. | I can conribute ideas, reflect and collaborate to create an effective drama about place.  | I show strong leadership through collaboration and contribute ideas that connect the drama further to culture and society. |

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

* **Use inquiry in drama to extend understanding about the importance of place in peoples’ lives:**
	+ Generate questions to guide inquiry about the concept of place
	+ Prepare and use a plan to access the Internet and other sources to research and gain information and ideas that will contribute to the authenticity and significance of the drama.
* **Collaborate with others to manipulate tension, focus, conflict, and symbol to express ideas about the importance of place in peoples’ lives.**
* Pose questions about the work for purposes of reflection and further development of the drama.
* Discuss conflicts that may have arisen during the work and how these conflicts were resolved.
* Recall and express responses to the work using a variety of reflective strategies such as ‘hot seating’, ‘marking the moment’, or ‘walls have ears’.
* **Describe how dramas and collective creations relate to own lives, cultures, and society.**

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=1.5)

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|  **Subject: Arts Education 7 – Music** **Outcome CP7.7: Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and constructed environment.** |
| **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 understand what is required for musical improvisation. | I can experiment with my voice or instrument or sound source to create a phrase. | I can use my voice, an instrument and a sound source in a musical phrase or improvised piece of music. | I can create improvisations on my own and with others that uses melodic and harmonic parts expressively. |

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

* **Sing and play accurately and expressively, and improvise individually and in groups, with voice and instruments.**
* **Experiment with the voice and instruments by creating and imitating sounds and apply these discoveries in own work.**
* Maintain melodic and harmonic parts.
* **Experiment with ways that a single musical idea can be developed or evolve in many ways and directions.**
* **Explore and determine appropriate sound sources, forms, and processes for creating music expressions.**
* Investigate music from various places of the world, and analyze relationships among the instrument, the use of sound, and the place of origin.
* Pose questions about sound to guide inquiry into the expressive and symbolic use of sound and silence.
* Use sounds symbolically to convey a variety of ideas and meanings.
* Demonstrate sensitivity to the ways voices change with age and musical experiences.
* Distinguish among diverse voice types, styles, and forms of vocal expression.
* **Demonstrate appreciation for the acquisition of instrumental/ vocal technical and improvisational skills and set goals to improve own skills.**

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=1.7)

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|  **Subject: Arts Education 7 – Music** **Outcome CP7.8: Investigate and manipulate elements of music and principles of composition including tension and resolution.**  |
| **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 the language of music elements. | I can appropriately use the language of music elements and or principles of composition. | I can show my understanding of tension and resolution by manipulating and investigating several of the elements of music or principles of composition. | I can collaborate with others and improve the quality of my performances and 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 composition principles of tension and resolution:
* Pose questions to guide inquiry into how elements of music can be manipulated to create tension and resolution.
* Conduct a collaborative inquiry and experiment with voice and instruments to explore the inquiry questions.
* Collaborate with peers to document the inquiry process.
* **Demonstrate how musicians and composers create principles of composition such as tension and resolution by manipulating the elements of music**.
* Identify tension and resolution in own music and the music of others, and analyze how it is achieved.
* **Demonstrate how metre can be regular (123-123-123), irregular (12-12345-123), or alternating (12-123-12-123).**
* Use standard and invented notation to represent rhythmic and melodic patterns.
* Analyze ways of using the elements of music expressively in own compositions and other music.
* **Manipulate the elements to create tension and resolution and evaluate choices and results.**
* Describe the use of the elements using appropriate terminology.
* Demonstrate the ability to collaborate with others to improve the quality of compositions and performances.
* Keep an ongoing record of ideas and problem solving processes for own sound/music expressions, and recognize the value of doing so.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=1.8)

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|  **Subject: Arts Education 7 – Music** **Outcome CP7.9: Use traditional and/or homemade instruments to investigate relationships between musical expression and place (e.g., world music, African and Latin drumming, Indonesian gamelan, North American First Nations’ flutes, Caribbean steel bands, urban street 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 assistance, I can identify patterns and follow a leader who plays patterns. | I can experiment with rhythms and can follow a leader who plays patterns. | I can play traditonal world rhythm patterns and play with drumming groups or in a drum circle. | I can demonstrate imaginative use of world rhythms in my sound compositions and teach it to others. |

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

* **Use drums and other percussion instruments to play world music rhythms.**
* **Create various call and response patterns, follow a leader, and collaborate in percussion groups such as drum circles.**
* **Play traditional world rhythms and notate using traditional and/or invented notation.**
* Create improvised rhythms using percussion instruments, or digital technologies where possible, and notate using traditional and/or invented notation.
* Research using the Internet and other sources of information to investigate how musicians and composers are influenced by music from various parts of the world.
* Analyze and describe how musicians and composers incorporate world music into contemporary work.
* Demonstrate imaginative use of world rhythms in own sound compositions.
* **Investigate ways that the elements of music are used expressively in different places of the world and apply this understanding to own work.**
* Describe how music is a unique means of communication and recognize the importance of musical expression in various world locales.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=1.9)

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|  **Subject: Arts Education 7 – Visual Art** **Outcome CP7.10: Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).** |
| **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 recreate someone else’s visual representation of a place. | I can create a visual expression of a place in response to a question. | I can create work that reflects my exploration of place and demonstrate ways to use elements and principles to convey meaning expressively. | I can express the idea of place in personal ways and convey meaning in a way that brings up deeper questions for the viewer. |

**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 the importance of place:**
* 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.
* Prepare and use a plan to access the Internet and other sources to gather ideas for visual art.
* Explore the central questions and ideas visually.
* Expand on ideas in visual journals or other reflective records such as video.
* Analyze and discuss connections between the original topic or inquiry question and subsequent visual art explorations.
* Investigate how a single idea can be developed in many ways and directions.
* **Reflect on how images, elements of art, and principles of composition can be organized to convey meaning in visual art.**
* **Demonstrate awareness that artists are observant of their environment and often express ideas about the role and representation of place in their work.**
* Recognize that visual art is a means of personal exploration and communication, and appreciate the importance of visual expression.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=1.10)

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|  **Subject: Arts Education 7 – Visual Art** **Outcome CP7.11: Investigate and use various visual art forms, images, and art-making processes to express ideas about place.**  |
| **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 recreate someone else’s visual representation of a place. | I can create a straightforward visual expression of a place. | I am able to create work in a new media and convey meaning about a specific place expressively. | I can express the idea of place in an innovative way, with new or unusual use of media. |

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

**a. Select various visual art forms to express ideas about the students’ place.**

b. Describe own decision-making processes, and discuss how essential they are to the creative process.

c. Demonstrate awareness of various health and safety hazards and procedures in visual art

**d. Manipulate the elements of art, principles of design, images, and symbols to express ideas and communicate visually.**

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=1.11)

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|  **Subject: Arts Education 7 – Visual Art** **Outcome CP7.12: Use image-making skills, tools, techniques, 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 skills experiment with media in order to solve art making problems. | I can demonstrate linear perspective and proportioning. | I can use skills, tools and technique appropriately to solve various art making problems about representation and observation. | I can explain my problem solving process as I discovered ways to show relationship, focus, space and shape. |

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

**a. Demonstrate skillful use of a range of appropriate tools, technology, materials, and techniques.**

b. Demonstrate keen observations of detail, and represent unique features of individual people, animals, plants, and so on.

c. Depict people and objects using correct proportion.

d. Explore and demonstrate understanding of the role of light and shadow in creating the illusion of form.

e. Demonstrate how point-of-view can be manipulated.

f. Demonstrate understanding of the concept of a vanishing point in linear perspective.

**g. Explore relationships among shape, space, and form**.

h. Recognize that scale may or may not be realistic.

**i. Experiment with different ways of creating focal points or emphasis**.

j. Describe own problem-solving processes and discuss explorations and comparisons of various media.

Refer to the Saskatchewan Curriculum Guide [Grade 7 Arts Education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=arts_education&level=7&outcome=1.12)