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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CH 9.1 Investigate and discuss the role of artists in raising awareness or taking action on topics of concern.** | | | |
| **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 can raise awareness or take action on topics of local or global concerns. | I can research the role of artists in raising awareness or taking action. | I can investigate and discuss artists role in raising awareness or taking action on issues of concern in society. I can recognize the value of orginal ideas and technical proficiency in arts espressions. | I can examine and describe how artists inspire communities to take action or raise awareness. |

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

* **Research and describe how artists often raise awareness about local or global issues**.
* **Examine how artists used popular culture to express unique ideas and to comment on society.**
* **Recognize and discuss the value of original thought as well as technical proficiency in arts expressions.**
* Investigate arts expressions that raise awareness or inspire community action.

[Refer to the Saskatchewan Curriculum Guide Arts Ed.9](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=3.1)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CH 9.2 Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual 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.** |
| With assistance I can develop key questions to guide my research on topics of concern to Indigenous artists. | I can develop key questions to research on topics of concern to indigenous artisits in dance, drama, music, and visual artists. | I can create and share a plan of action to use the arts to raise awareness on topics of concern to indigenous artists in dance, drama, music, and visual artists. | I can evaluate how the developed plan of action created raised awareness on topics of concern to indigenous artists. |

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

* Use inquiry to investigate topics of concern to Indigenous peoples:
* Generate key questions to guide inquiry.
* Create a plan to document the inquiry process.
* Research topics addressed by artists.
* Analyze topics presented by artists in relation to own understanding, value, and experiences.
* Summarize research findings to identify central themes and topics.
* Identify gaps in knowledge that may limit understanding.
* Use the Internet and other sources to gather additional information.
* **Determine central focus and questions to explore independently and collaboratively**.
* Reflect, analyze, and make connections between the original topic or inquiry question and subsequent arts expressions.
* **Create a plan of action to use the arts to increase understanding on this topic of concern.**
* Share arts expressions with younger and older students and community, where possible.

[Refer to Saskatchewan Curriculum Guide Arts Ed.9](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=3.2)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CH 9.3 Investigate diversity of artistic ideas, styles, and media in contemporary 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 identify diversity of artistic ideas and styles in contemporary arts expressions. | I can investigate reasons for diversity of artistic ideas and styles. | I can investigate reasons for diversity of artistic ideas, styles, and media in contemporary art expressions. | I can describe how many factors influence artists ideas and choices of style and choices of media in contempoary arts expressions. |

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

1. Demonstrate an awareness of key historical developments in relation to contemporary arts expressions (i.e., the term contemporary typically includes arts expressions of the late 20th and 21st centuries).
2. **Research and describe the work of contemporary Saskatchewan and Canadian artists.**
3. Extend knowledge of artistic styles across a range of cultural contexts.
4. **Investigate how function and purpose influence artistic decision making.**
5. **Describe how environmental, historical, and social factors influence artists.**
6. Research various career avenues in the arts.

[Refer to Saskatchewan Curriculum Guide Arts Ed. 9](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=3.3)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CH 9.4 Create interdisciplinary arts expressions individually or through collaboration with peers, and examine the work of artists who create interdisciplinary expressions (e.g., sound and poetry, performance art, audio visual installations).** | | | |
| **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 examine a variety of arts expressions that incorporate more than one art form. | I can examine and make connections to a variety of arts expressions that incorporate more than one art form. | I can create interdisciplinary art expressions individually or collaboratively with peers and examine the work of artists who create interdisciplinary expressions. | I can create and critically examine and assess individual interdisciplinary works and contributions to collaborative interdisciplinary arts expressions. |

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

* **Identify ways that various arts expressions combine more than one arts discipline.**
* Examine the impact of technology on interdisciplinary art works.
* **Examine a variety of new and non-traditional art forms that integrate disciplines.**
* **Investigate connections that exist among the arts, and incorporate more than one art form into own work or collaborative project.**
* Demonstrate leadership and support peers during collaborative processes.
* Critically examine and assess individual work and contributions to collaborative work.

[Refer to the Saskatchewan Curriculum Guide (link)](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=3.4)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CR 9.1 Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of 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 can use individual or collaborative inquiry to develop questions and learn about a selected arts expression**.** | I can use individual or collaborative inquiry to develop questions and learn about a selected arts expression. | I can respond toprofessional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions. | I can share my response to professional art works and describe how the new work I’ve created is inspired or influenced by the original. |

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

* **Use individual or collaborative inquiry to develop questions and learn about a selected arts expression.**
* Create an individual or collaborative plan to investigate the inquiry questions, document the inquiry process, and share findings with others.
* **Create own work in response to a selected professional arts expression, and describe how the new work is inspired or influenced by the original**.

[Refer to the Saskatchewan Curriculum Guide Grade 9 Arts Ed.](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=2.1)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CR 9.2 Investigate and identify ways that today’s arts expressions can inspire change.** | | | |
| **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 investigate how arts expressions can inspire change in different ways. | I can investigate how arts expressions can inspire change in different ways. | I can investigate and identify ways that today’s arts expressions can inspire change. | I can describe how arts expressions can initiate or support social change. |

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

* **Investigate how arts expressions can inspire change in different ways.**
* Examine and describe how new technology has changed the arts and arts careers.
* Investigate and describe ways in which various arts movements (e.g., impressionism, cubism, 1950s rock and roll, 1920s dance crazes, guerilla street theatre, site specific performances) often broke the rules of the establishment and reflected change during that time.
* **Examine a variety of new and non-traditional art forms.**
* **Describe how arts expressions can initiate or support social change.**

[Refer to the Saskatchewan Curriculum Guide Grade 9 Arts Ed.](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=2.2)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CR 9.3 Investigate and identify how arts expressions can challenge thinking about values, ideas, 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.** |
| With assistance, I can investigate how art works are expressions of viewpoints and beliefs. | I can investigate how art works are expressions of viewpoints and perspectives and express beliefs. | I caninvestigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs. | I can demonstrate interest in the ideas and works of artists and appreciate original thought and explain why some arts expressions may be considered controversial. |

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

* **Describe how the arts can transmit or question values, ideas, and beliefs.**
* Examine the intentions, development, and interpretations of own arts expressions in relation to own experience, values, and perspectives.
* Examine societal issues and their influence on current arts expressions.
* Collaborate with peers on development of criteria for assessing the expression of ideas in own arts expressions.
* **Describe how art works are expressions of individual and collective viewpoints.**
* **Demonstrate interest in the ideas and work of today’s artists, and appreciate original thought.**
* Investigate and explain why some arts expressions were considered to be controversial at different times in history.

[Refer to the Saskatchewan Curriculum Guide Grade 9 Arts Ed.](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=2.3)

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| **Subject: Arts Education – Dance**  **Outcome CP 9.1 Create dance compositions that express perspectives and raise awareness about a topic of concern to youth.** | | | |
| **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 gather ideas for dance making and start to create a dance composition. | I can use the dance making process to start to create a dance composition that expresses perspectives and raises awareness. | I can create dance compositions  using the dance making process that expresses perspectives and raises awareness about a topic of concern to youth. | I can assess and reflect on how the dance created used movement, dance elements and principles of composition conveyed meaning in the dance. |

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

* Use inquiry in dance to express ideas about topics of importance to youth.
* Generate key questions to guide inquiry in dance.
* Determine depth and breadth of personal knowledge to identify possible areas of inquiry.
* Generate additional relevant questions for exploration.
* Use the Internet and other sources to gather ideas for dance making.
* Use the dance-making process to explore the central inquiry questions and ideas.
* 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.**
* **Reflect on how movement, dance elements, and principles of composition can be organized to convey meaning in dance.**
* Document the inquiry and creative process.
* **Collaborate on a youth-driven and teacher/community-supported plan to raise awareness through the arts about a topic of concern to youth:**
* Propose ways of including community members and artists who share the same concerns, and develop a collaborative action plan to share some parts of entire dances with others.

[Refer to the Saskatchewan Curriculum Guide Grade 9 Arts Ed.](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.1)

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| **Subject: Arts Education – Dance**  **Outcome CP 9.2 Investigate and use choreographic processes (e.g., individual and collaborative choreography).** | | | |
| **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 expressive movements and improvise to explore new dance moves. | I can demonstrate purposeful and expressive movements in a dance phrase and improvise to explore new dance moves. | I can investigate and use choregraphic processes, individually and collaboratively, to develop dance phrases that can be sequenced for expressive properties. | I can use design and technology, where possible, in addition to dance elements and composition principles to enhance expression. |

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

* Analyze, individually and with peers, how dance elements and principles of composition work together to express ideas in own dances.
* Demonstrate efficient, purposeful, expressive movements.
* Investigate ways of using spatial designs, individually and with peers.
* Demonstrate expressive use of focus, individually, in pairs, and groups.
* **Investigate different ways of manipulating the element of relationships in individual and collaborative choreography**.
* Develop seamless transitions that sequence dance phrases in ways that exemplify the intended idea.
* Use improvisation to explore and develop a dance idea.
* **Extend understanding of sequencing of dance phrases for expressive purposes.**
* Use tension and resolutions purposefully in dance.
* Use design and technology, where possible, in addition to dance elements and composition principles to enhance expression.

[Refer to the Saskatchewan Curriculum Guide Arts Ed 9](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.2)

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| **Subject: Arts Education – Dance**  **Outcome CP 9.3 Choreograph duo or small group 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 generate ideas for movement and start to collaborate with other on efficient movement. | I cancollaborate with others to explore and refine dance phrases and organize into appropriate form to achieve meaning and expression. | I can choregraph duo or small group movement and phrases sequences with accuracy and expression during development and rehearsal of compositions. | I can reflect on composition process and describe ideas, strengths, and areas for potential improvement. |

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

* Generate ideas for movement exploration and development by collaborating in duo and small group work.
* Demonstrate leadership as a choreographer by offering ideas and guidance to dancers during development of composition.
* **Collaborate with others to explore and refine dance phrases and organize into appropriate form to achieve meaning and expression.**
* **Demonstrate self-awareness in decision making about movement choices.**
* Encourage other dancers to demonstrate efficient movement related to centre of gravity and body alignment in dance.
* Record dance phrases to further explore and reconstruct movements.
* **Support duo or small group in repeating movement phrases and sequences with accuracy and expression during development, rehearsal, and sharing of work.**
* Reflect on composition process and describe ideas, strengths, and areas for potential improvement.

[Refer to the Saskatchewan Curriculum Guide Arts Ed. 9](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.3)

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| **Subject: Arts Education – Drama**  **Outcome CP 9.4 Demonstrate how roles may be developed and how dramatic characters communicate meaning to an audience.** | | | |
| **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 develop different kind of role in drama work. | I can develop different kinds of role in drama work and demonstrate how roles may be developed. | I can demonstrate how roles may be developed through language and drama strategies and how dramatic characters communicate meaning to an audience. | I can use technology to enhance or clarify dramatic intentions and to communicate meaning to an audience. |

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

* Assume and develop different kinds of roles in drama work.
* Analyze how the various roles assumed interact with others and help to further the drama work.
* Demonstrate how roles may be developed.
* **Investigate ways that dramatic characters communicate meaning to others.**
* **Demonstrate focus and concentration in role.**
* **Collaborate with other students to explore inquiry questions to develop roles and characters.**
* Recognize how research contributes to the authenticity and significance of role and character work.
* **Use language and drama strategies to achieve dramatic purpose and communicate meaning to an audience.**
* Use technology to enhance or clarify dramatic intentions.

[Refer to the Saskatchewan Curriculum Guide Arts Ed 9](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.4)

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| **Subject: Arts Education – Drama**  **Outcome CP 9.5 Manipulate drama strategies and theatrical elements (e.g., story, character, design, space) to achieve dramatic purpose.** | | | |
| **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 various drama strategies to achieve intentions. | I can select and practice each theatrical element and drama strategy. | I can manipulate drama strategies and theatrical elements to communicate ideas effectively and achieve dramatic purpose. | I can collaborate with others on developing technical theatre elements to help support the dramatic purpose. |

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

* **Propose how best to incorporate various drama strategies to achieve intentions.**
* Demonstrate awareness of how focus is maintained and shifts as the drama unfolds.
* Reflect on sources and function of tension in the drama work.
* Examine how contrast functions within the drama work.
* **Negotiate skillfully and work toward consensus in dramatic work.**
* Recognize and refine how roles and characters function in drama work.
* Propose ideas for use of symbols in drama work.
* Manipulate tension, focus, contrast, and symbol to help achieve intention.
* **Propose when to use different strategies to communicate ideas effectively.**
* Collaborate on development of technical theatre elements to support dramatic purpose.

[Refer to the Saskatchewan Curriculum Guide Arts Ed 9](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.5)

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| **Subject: Arts Education – Drama**  **Outcome CP 9.6 Express perspectives and raise awareness about a topic of concern to youth in a 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.** |
| With assistance, I can brainstorm and explore topics of concern and begin to work on a collective creation. | I can explore topics that raises awareness about a topic of concern to youth and with peers plan to develop these ideas into drama scenes. | I can develop and express perspectives in a collective creation using role development and drama strategies to raise awareness about a topic of concern to youth. | I can analyze and describe the effectiveness of our collective creation to help express ideas. |

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

* **Brainstorm and negotiate with other students to determine a topic of mutual concern to address through a collective creation.**
* Collaborate on a youth-driven and teacher/community-supported plan to raise awareness through drama about a topic of concern to youth:
* Propose ways of including community members and theatre artists who share the same concerns, and develop a collaborative action plan to share some parts or entire dramatic expressions with others.
* Create and maintain reflective records to document the work.
* Investigate how fictional situations and dramatic episodes related to the chosen topic might be explored.
* **Collaborate on exploration and development of the collective creation through developing various roles and characters and incorporating a range of drama strategies.**
* Research different theatrical genres and cultural traditions, and investigate and explore how some of these conventions may be incorporated into the collective creation.
* **Create and incorporate imagery, sound, and visual effects in collective creation.**
* Use technology as a tool during the creative process and as part of a presentation, where appropriate.
* Analyze and describe the effectiveness of own drama to express perspectives.

[Refer to the Saskatchewan Curriculum Guide Grade 9 Arts Ed.](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.6)

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| **Subject: Arts Education – Music**  **Outcome CP 9.7 Use voice, instruments, and technologies to express musical 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 experiment with the voice and instrument to create and imitate sounds and begin create a composition. | I can experiment with the voice and instrument to create and imitate sounds and begin to improvise or create a music composition. | I can use voice, instruments, and technologies to express musical ideas through rehearsal and presentation. | I can express musical ideas using voice, instruments, and technologies and explore and record musical improvisations. |

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

* Demonstrate innovative use of vocal improvisation in song and speech.
* Create and improvise with an instrument of choice.
* **Experiment with the voice and instruments by creating and imitating sounds.**
* Extend singing skills, and understand and be sensitive to the ways voices change with age and musical experiences.
* **Examine the use of the voice in improvisation in a diverse range of cultural and social contexts.**
* Examine improvisation within a diverse range of instrumental music from around the world.
* Demonstrate capability with electronic and technological mediums of musical expression.
* **Prepare, rehearse, and present structured compositions and improvisations.**
* Use technology to explore and record improvisation.

[Refer to the Saskatchewan Curriculum Guide Grade 9 Arts Ed.](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.7)

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| **Subject: Arts Education – Music**  **Outcome CP 9.8 Combine the elements of music and principles of composition to express unified musical 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 start to investigate how best to combine elements of music and principles of composition to express musical ideas. | I can investigate and practice how best to combine elements of music and principles of composition to express musical ideas. | I cancombine the elements of music and principles of composition to express unified musical ideas. | I can analyze how elements of music and principles of composition are used in combination to create unified compositions and apply this understanding in own work. |

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

* Pose questions to initiate and guide inquiry into how best to combine elements of music and principles of composition to express musical ideas.
* Investigate ways that beat, accent, and metre can be used to create a specific ‘feel’ in music.
* Investigate ways that tempo, rhythm, melody, harmonic structure, or tonality can be used to express an idea or emotional quality in music.
* Use silence effectively in music.
* **Demonstrate understanding of how music elements and composition principles create form and structure in music.**
* Analyze how elements of music and principles of composition are used in combination to create unified compositions and apply this understanding in own work.

[Refer to the Saskatchewan Curriculum Guide Gr. 9 Arts Ed.](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.8)

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| **Subject: Arts Education – Music**  **Outcome CP 9.9 Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth*.*** | | | |
| **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 examine how musicians and composers express perspectives and raise awareness. | I can examine how musicians and composers express perspectives and raise awareness and contribute to a plan to create a sound composition. | I can compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth. | I can incorporate technology in innovative ways to create and document the creative process |

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

* **Examine how musicians and composers express ideas about the world around them and comment on society in their work.**
* Brainstorm and negotiate with other students to determine a process for music inquiry and composing processes.
* **Contribute to the creation of a plan to document the research and composing process.**
* Collaborate on the creation of sound compositions as part of a youth-driven and teacher/ community-supported plan to raise awareness through music about a topic of concern to youth:
* Propose ways of including community members and musicians who share the same concerns, and develop a collaborative action plan to share music expressions with others.
* **Generate musical ideas from both internal and external sources, developing these ideas to achieve meaning and expression.**
* **Use the Internet and other sources to research music styles associated with youth subcultures throughout different periods in history.**
* Investigate uses of new technologies in music.
* **Incorporate technology in innovative ways for creating and/or documenting the creative process.**
* Compose music using digital technologies where possible.

[Refer to the Saskatchewan Curriculum Guide Grade 9 Arts Ed.](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.8)

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| **Subject: Arts Education – Visual Art**  **Outcome CP 9.10 Create visual art works to express perspectives and raise awareness about a topic of concern to youth.** | | | |
| **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 propose topics for inquiry and plan a visual art work that will express perspectives about a topic of concern. | I can propose topics for inquiry and plan a visual art work that will express perspectives or raise awareness about a topic of concern. | I can create visual art works to express perspectives and raise awareness about a topic of concern to youth. | I can expand on my ideas to give more in depth meaning to the visual art expression that raises awareness about a topic of concern to youth. |

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

* **Propose topics for inquiry into issues of importance to students.**
* **Design, with other students, a plan to guide the visual art inquiry and document the creative process.**
* Collaborate on a youth-driven and teacher/community-supported plan to raise awareness through visual art about a topic of concern to youth:
* Propose ways of including community members and artists who share the same concerns, and develop an action plan to share parts or entire visual art expressions with others.
* **Generate ideas for art works through internal and external sources, developing these ideas to achieve meaning and expression.**
* Expand upon an idea to achieve more depth of meaning and expression.

[Refer to the Saskatchewan Curriculum Guide Grade 9 Arts Ed.](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.10)

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| **Subject: Arts Education – Visual Art**  **Outcome CP 9.11 Select and use appropriate forms, technologies, images, and art-making processes to convey ideas about a topic of concern to youth.** | | | |
| **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 select visual art forms to express ideas about a topic of concern to youth. | I can select and demonstrate effective use of forms,images and art making processes. | I can select and use appropriate forms, technologies, images, and art-making process ideas about a topic of concern to youth. | I can analyze application of elements of art, principles of design, images, and techniques in own and peers’ art works and provide detailed information in own work. |

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

* **Select visual art forms to express ideas about a topic of concern to youth.**
* Demonstrate effective use of visual art tools, materials, and techniques.
* **Create portfolios of works in progress and completed work.**
* Use digital photography or other means to document inquiry and the creative process.
* **Analyze application of the elements of art, principles of design, images, and techniques in own and peers’ art works.**
* **Demonstrate skills of observation and increased ability to include detailed information in own depictions.**
* Demonstrate awareness of various health and safety hazards and procedures in visual art.

[Refer to the Saskatchewan Curriculum Guide Grade 9 Arts Ed.](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.11)

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| **Subject: Arts Education – Visual Art**  **Outcome CP 9.12 Solve visual art problems in new and unfamiliar ways.** | | | |
| **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 new ways using symbols or manipulating images in visual art processes. | I can experiment and try challenging new methods in visual art processes. | I can solve visual art problems in new and unfamiliar ways. | I can describe own decision making and problem solving processes and reflect on choices made. |

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

* **Take risks by working in unfamiliar ways.**
* Experiment with new ways of using symbols and manipulation of images.
* **Solve visual art challenges or problems in innovative ways.**
* Describe own decision-making and problem-solving processes, and reflect on the effectiveness of choices made.

[Refer to the Saskatchewan Curriculum Guide Grade 9 Arts Ed.](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=9&outcome=1.12)