



Arts Education: Dance Grade 9 Creative / Productive (CP): Dance				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>CP9.1</b> <b>Create dance compositions that express perspectives and raise awareness about a topic of concern to youth.</b>	<ul style="list-style-type: none"> <li>I can ask key questions that express perspectives and raise awareness about a topic of concern to youth, <b>AND</b> carry out research to answer some of them.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask key questions that express perspectives and raise awareness about a topic of concern to youth, carry out research to answer some of them, <b>AND identify elements of my findings that could be used in the dance making process.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>ask key questions</b> that express perspectives and raise awareness about a topic of concern to youth, <b>carry out research</b> to answer some of them, <b>AND use many of my findings</b> in the dance making process.</li> </ul>	<ul style="list-style-type: none"> <li>I consistently use inquiry as part of the dance making process and apply my understanding to subsequent dance compositions.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help, I can identify movements</b> in my dance composition that express perspectives and raise awareness about a topic of concern to youth.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can identify movements</b> in my dance composition that express perspectives and raise awareness about a topic of concern to youth.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can explain how the movement choices in my dance composition express perspectives and raise awareness about a topic of concern to youth.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the sequence of movements, <b>including transitions</b>, in my dance composition express perspectives and raise awareness about a topic of concern to youth.</li> </ul>
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<b>CP9.2 Investigate and use choreographic processes (e.g., individual and collaborative choreography).</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can make connections, individually and with peers, between principles of composition <b>OR</b> dance elements <b>AND</b> my own dances</li> </ul>	<ul style="list-style-type: none"> <li>• I can make connections, individually and with peers, between principles of composition <b>OR</b> dance elements <b>AND</b> my own dances.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make connections, individually and with peers, between principles of composition <b>AND</b> dance elements <b>AND</b> my own dances.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make connections, individually and with peers, between principles of composition <b>AND</b> dance elements <b>AND</b> dances <b>choreographed by others.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• I need <b>help to demonstrate</b> purposeful <b>OR</b> expressive movements</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate purposeful <b>OR</b> expressive movements</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate purposeful <b>AND</b> expressive movements.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate purposeful <b>AND</b> expressive movements and <b>can direct others to include these elements in their choreography.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• I need <b>help using improvisation</b> to explore and develop a dance idea.</li> </ul>	<ul style="list-style-type: none"> <li>• I can improvise, <b>with prompting</b>, to explore and develop a dance idea.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>use improvisation</b> to explore and develop a dance idea.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use improvisation to explore and develop a dance idea and <b>can direct others through the process.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• I can <b>identify</b> design <b>OR</b> technology in the choreographic process.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>use</b> design <b>OR</b> technology, where possible, in the choreographic process.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>use</b> design <b>AND</b> technology, where possible, in the choreographic process.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>critique</b> the use of design <b>AND</b> technology in dance compositions.</li> </ul>
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<b>CP9.3</b> <b>Choreograph duo or small group work.</b>	<ul style="list-style-type: none"> <li>I can generate ideas for movement exploration and development in duo and small group collaboration, <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>generate ideas</b> for movement exploration and development in duo and small group collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>generate ideas</b> for movement exploration and development <b>AND organize them</b> into a usable form, in duo and small group collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>I can generate ideas for movement exploration and development in duo and small group collaboration, <b>AND play a leadership role</b> in the group’s organizing them into a usable form.</li> </ul>



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	<ul style="list-style-type: none"> <li>I <b>seldom</b> demonstrate leadership as a choreographer (e.g. offering ideas in collaboration; striving for proper body alignment; repeating movement phrases and sequences; working for accuracy and expression during development, rehearsal, and sharing of work).</li> </ul>	<ul style="list-style-type: none"> <li>I <b>sometimes</b> demonstrate leadership as a choreographer (e.g. offering ideas in collaboration; striving for proper body alignment; repeating movement phrases and sequences; working for accuracy and expression during development, rehearsal, and sharing of work).</li> </ul>	<ul style="list-style-type: none"> <li>I <b>almost always</b> demonstrate leadership as a choreographer (e.g. offering ideas and guidance to dancers; encouraging proper body alignment; supporting small group repetition of movement phrases and sequences; encouraging accuracy and expression during development, rehearsal, and sharing of work).</li> </ul>	<ul style="list-style-type: none"> <li>I <b>always</b> demonstrate leadership as a choreographer (e.g. offering ideas and guidance to dancers; encouraging proper body alignment; supporting small group repetition of movement phrases and sequences; encouraging accuracy and expression during development, rehearsal, and sharing of work).</li> </ul>
	<ul style="list-style-type: none"> <li>I can, with help, describe ideas, strengths, <b>OR</b> areas for potential improvement when reflecting on the composition process.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe ideas, strengths, <b>OR</b> areas for potential improvement when reflecting on the composition process.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe ideas, strengths, <b>AND</b> areas for potential improvement when reflecting on the composition process.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe ideas, strengths, <b>AND</b> areas for potential improvement when reflecting on the composition process <b>and can recommend actions for improving the piece.</b></li> </ul>
Comments				