



Arts Education Grade 9 Drama Cultural / Historical (CH)				
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. I achieve the outcome.	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.
CH9.1 Investigate and discuss the role of actors and playwrights in raising awareness or taking action on topics of concern.	<ul style="list-style-type: none"> With help, I can ask a few key questions about the role of actors and playwrights in raising awareness or taking action on topics of concern, AND carry out research to answer some of them. 	<ul style="list-style-type: none"> I can ask a few key questions about the role of actors and playwrights in raising awareness or taking action on topics of concern, AND carry out research to answer some of them. 	<ul style="list-style-type: none"> I can ask several key questions about the role of actors and playwrights in raising awareness or taking action on topics of concern, AND carry out research to answer some of them in detail. 	<ul style="list-style-type: none"> I can ask several key questions about the role of actors and playwrights in raising awareness or taking action on topics of concern, AND carry out research using several sources to answer some of them in great detail.
	<ul style="list-style-type: none"> With help, I can contribute a few ideas and opinions to discussions about the role of actors and playwrights in raising awareness or taking action on topics of concern. 	<ul style="list-style-type: none"> I can contribute a few ideas and opinions to discussions about the role of actors and playwrights in raising awareness or taking action on topics of concern, AND sometimes support my statements with examples and details. 	<ul style="list-style-type: none"> I can contribute several ideas and opinions to discussions about the role of actors and playwrights in raising awareness or taking action on topics of concern, AND usually support my statements with examples and details. 	<ul style="list-style-type: none"> I can contribute many ideas and opinions to discussions about the role of actors and playwrights in raising awareness or taking action on topics of concern, AND support my statements with examples and details.
Comments				



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C9.2 Use drama to raise awareness on topics of concern to Indigenous artists.	<ul style="list-style-type: none"> I can identify a topic of concern to Indigenous artists, and gather information about that topic. 	<ul style="list-style-type: none"> I can brainstorm ideas about how I might use drama to increase understanding on a topic of concern to Indigenous artists, alone or with others. 	<ul style="list-style-type: none"> I can create a plan of action to use drama to increase understanding on a topic of concern to Indigenous artists, alone or with others, respecting almost all the co-constructed criteria for action plans. 	<ul style="list-style-type: none"> I can implement my plan of action to use drama to increase understanding on a topic of concern to Indigenous artists, alone or with others, and reflect on its effectiveness.
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CH9.3 Investigate diversity of artistic ideas, styles, and media in contemporary dramas.	<ul style="list-style-type: none"> I can draw conclusions about diversity of artistic ideas, styles, OR media in contemporary dramas, using a few teacher-selected contemporary artistic expressions. 	<ul style="list-style-type: none"> I can draw conclusions supported with examples and details about diversity of artistic ideas, styles, OR media in contemporary dramas, using several contemporary dramas I have selected myself through research. 	<ul style="list-style-type: none"> I can draw conclusions supported with examples and details about diversity of artistic ideas, styles, AND media in contemporary dramas, using several contemporary dramas I have selected myself through research. 	<ul style="list-style-type: none"> I can compare artistic diversity in ideas, styles, AND media in contemporary dramas, using several contemporary dramas I have selected myself through research, supported with examples and details.
Comments				



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CH9.4 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).	<ul style="list-style-type: none"> I can identify various interdisciplinary arts expressions and the disciplines that are combined (e.g. combining poetry and sound, performance art, audio visual installations). 	<ul style="list-style-type: none"> I can describe with detail the work of artists who create interdisciplinary expressions (e.g. combining poetry and sound, performance art, audio visual installations). 	<ul style="list-style-type: none"> I can justify my opinion about the work of artists who create interdisciplinary expressions (e.g. combining poetry and sound, performance art, audio visual installations). 	<ul style="list-style-type: none"> I can compare the work of several artists who create interdisciplinary expressions (e.g. combining poetry and sound, performance art, audio visual installations).
	<ul style="list-style-type: none"> With help, I can create interdisciplinary arts expressions, individually or with others, respecting a few criteria co-constructed in class. 	<ul style="list-style-type: none"> I can create interdisciplinary arts expressions, individually or with others, respecting several criteria co-constructed in class. 	<ul style="list-style-type: none"> I can create interdisciplinary arts expressions, individually or with others, respecting almost all criteria co-constructed in class. 	<ul style="list-style-type: none"> I can create interdisciplinary arts expressions, individually or with others, respecting all criteria co-constructed in class.
Comments				