



Arts Education Grade 4 Creative / Productive (CP)				
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.
CP4.1 Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving.	<ul style="list-style-type: none"> I can improvise to develop movement ideas, with direction. 	<ul style="list-style-type: none"> I can improvise to develop movement ideas. 	<ul style="list-style-type: none"> I can select movements from my improvisations to create dance compositions based on selected ideas. 	<ul style="list-style-type: none"> I can select movements from my improvisation AND other sources to create dance compositions.
	<ul style="list-style-type: none"> I need help to receive ideas from others based on Saskatchewan stimuli. 	<ul style="list-style-type: none"> I can sometimes collaborate with others AND receive effective ideas from them based on Saskatchewan stimuli, and build on them in my dance composition 	<ul style="list-style-type: none"> I can usually collaborate with others AND receive effective ideas from them based on Saskatchewan stimuli, and build on them in my dance composition. 	<ul style="list-style-type: none"> I can create dance compositions based on collaborated and selected ideas based on Saskatchewan stimuli.
	<ul style="list-style-type: none"> I need help to carry out research based on a Saskatchewan inquiry question. 	<ul style="list-style-type: none"> I can carry out research based on a Saskatchewan inquiry question. 	<ul style="list-style-type: none"> I can carry out research based on a Saskatchewan inquiry question and use parts of it effectively in my dance compositions. 	<ul style="list-style-type: none"> I can research a Saskatchewan inquiry question and make effective use of it in my dance compositions and explain my choices.
	<ul style="list-style-type: none"> My movement choices are random. 	<ul style="list-style-type: none"> I can explain the meaning of most of my dance compositions. 	<ul style="list-style-type: none"> I can explain the meaning of my dance compositions and explain why they are unique. 	<ul style="list-style-type: none"> I can point out and explain complex connections in my own dance compositions.
	<ul style="list-style-type: none"> I need help to record part of my dance phrase using journals, drawings OR videos. 	<ul style="list-style-type: none"> I can record part of my dance phrase using journals, drawings OR videos. 	<ul style="list-style-type: none"> I can clearly record my dance phrase using journals, drawings, OR videos. 	<ul style="list-style-type: none"> I can clearly record my dance compositions using many methods.



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CP4.2 Express ideas using the elements of dance including: <ul style="list-style-type: none"> ○ actions (identify basic dance steps such as schottische, polka, grapevine, and step hop) ○ body (body parts leading movements) ○ dynamics (duration, speed, and force continuum) ○ relationships (alone, partner, small groups) ○ space (asymmetrical and symmetrical shapes, creating and recalling pathways). 	<ul style="list-style-type: none"> • With help, I can explore, copy OR identify some demonstrated dance steps such as Schottische, polka, grapevine, and step hop. 	<ul style="list-style-type: none"> • I can copy AND identify some demonstrated dance such as Schottische, polka, grapevine, and step hop. 	<ul style="list-style-type: none"> • I can copy AND identify many demonstrated dance such as Schottische, polka, grapevine, and step hop. 	<ul style="list-style-type: none"> • I can demonstrate many basic dance steps precisely such as Schottische, polka, grapevine, and step hop, on my own.
	<ul style="list-style-type: none"> • With help, I can use a few basic dance steps in my own dance phrases. 	<ul style="list-style-type: none"> • I can use a few basic dance steps in my own dance phrases. 	<ul style="list-style-type: none"> • I can use several basic dance steps in my own dance phrases. 	<ul style="list-style-type: none"> • I can use many basic dance steps in my own dance phrases.
	<ul style="list-style-type: none"> • With help I can express ideas using a few elements in my dance phrases (actions, body, dynamics, relationships, AND space). 	<ul style="list-style-type: none"> • I express ideas using several elements of dance in my dance phrases (actions, body, dynamics, relationships, AND space) that draw on my own personal expression, strength, and balance. 	<ul style="list-style-type: none"> • I can express ideas using all elements of dance in my dance phrases that draw on my personal expression, strength, and balance (actions, body, dynamics, relationships, AND space). 	<ul style="list-style-type: none"> • I can express ideas using all elements of dance (actions, body, dynamics, relationships, AND space) in my dance compositions and explain how they each represent a deeper idea.
	<ul style="list-style-type: none"> • With help I can identify a few elements in my dance phrases. 	<ul style="list-style-type: none"> • I can identify some elements used in my dance phrases. 	<ul style="list-style-type: none"> • I can identify each element (actions, body, dynamics, relationships, AND space) separately in my dance phrases. 	<ul style="list-style-type: none"> • I can identify each element (actions, body, dynamics, relationships, AND space) separately in my dance phrases, and explain their connection to the deep ideas expressed.



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CP4.3 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.	Assume a range of roles	<ul style="list-style-type: none"> I can assume a few supporting roles with guidance. 	<ul style="list-style-type: none"> I can assume a few supporting roles in a drama. 	<ul style="list-style-type: none"> I can assume several supporting roles AND limited leading roles in a drama. 	<ul style="list-style-type: none"> I can assume several supporting AND leading roles in a drama.
		<ul style="list-style-type: none"> I can assume a one type character. 	<ul style="list-style-type: none"> I can assume a limited range of characters. 	<ul style="list-style-type: none"> I can assume a moderate range of characters. 	<ul style="list-style-type: none"> I can assume a broad range of characters.
	Assume a range of strategies	<ul style="list-style-type: none"> I can apply a few drama strategies to further the drama's development with guidance. 	<ul style="list-style-type: none"> I can apply some drama strategies to further the drama's development. 	<ul style="list-style-type: none"> I can apply several drama strategies to further the drama's development. 	<ul style="list-style-type: none"> I can apply several drama strategies that are relevant and logical to further the drama's development.
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CP4.4 Contribute ideas, when in and out of role, and further the development of the drama by participating in consensus building, choice of strategies, and selection of dramatic alternatives.	<ul style="list-style-type: none"> I can problem solve OR build on new information OR choose specific alternatives to further the drama's development in OR out of role with guidance. 	<ul style="list-style-type: none"> I can problem solve OR build on new information or choose specific alternatives to further the drama's development in OR out of role. 	<ul style="list-style-type: none"> I can problem solve, build on new information AND choose specific alternatives to further the drama's development in and out of role. 	<ul style="list-style-type: none"> I can problem solve, build on new information AND choose specific alternatives to further the drama's development in a relevant way in and out of role.
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CP4.5 Demonstrate increased skills and abilities in the use of voice and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration.	<ul style="list-style-type: none"> I can seldom sing in tune, or with proper tone production; with help, I can demonstrate expression AND breath control. 	<ul style="list-style-type: none"> I can sometimes sing in tune with expression, proper breath control OR tone production. 	<ul style="list-style-type: none"> I frequently sing in tune with expression, proper breath control AND tone production. 	<ul style="list-style-type: none"> I always sing in tune with expression, proper breath control AND tone production.
	<ul style="list-style-type: none"> I can develop compositions that show a connection to Saskatchewan with help. 	<ul style="list-style-type: none"> I can develop compositions that show a connection to Saskatchewan with guidance. 	<ul style="list-style-type: none"> I can develop compositions that show direct connections to Saskatchewan. 	<ul style="list-style-type: none"> I can develop compositions that show direct connections to Saskatchewan and identify how they personally apply to me.
	<ul style="list-style-type: none"> With help, I can keep a record of sound ideas OR recognize music notation. 	<ul style="list-style-type: none"> With prompting, I can record sound ideas AND recognize music notation. 	<ul style="list-style-type: none"> I can record sound ideas AND recognize music notation, with minimal guidance. 	<ul style="list-style-type: none"> I can record sound ideas AND recognize music notation independently.
	<ul style="list-style-type: none"> I can select sounds, instruments, and ideas for composition with help. 	<ul style="list-style-type: none"> I can select sounds, instruments, AND ideas for compositions with prompting. 	<ul style="list-style-type: none"> I can select AND organize sounds, instruments, AND ideas for compositions with minimal help. 	<ul style="list-style-type: none"> I can select AND organize sounds, instruments, AND ideas for composition independently.
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CP4.6 Create and perform music (voice and instrumental) that demonstrates knowledge of: <ul style="list-style-type: none"> ○ form (e.g., round, call/response, verse/chorus, rondo) ○ rhythm, beat, and metre (e.g., triplets, 3/4 metre, syncopation; expressive use of tempo and dynamics) ○ pitch, melody, and pentatonic scale (do, re, mi, sol, la, do) ○ harmony and texture (e.g., layers of sound and patterns, partner songs) ○ timbre (e.g., instrument classifications). 	Form	<ul style="list-style-type: none"> • I can identify a few common musical forms (eg. four bar phrases, round, call and response, verse/bridge/chorus, rondo), with help. 	<ul style="list-style-type: none"> • I can identify a few common musical forms (eg. four bar phrases, round, call and response, verse/bridge/chorus, rondo). 	<ul style="list-style-type: none"> • I can identify several common musical forms (eg. four bar phrases, round, call and response, verse/bridge/chorus, rondo). 	<ul style="list-style-type: none"> • I can identify MANY common musical forms (eg. four bar phrases, round, call and response, verse/bridge/chorus, rondo).
		<ul style="list-style-type: none"> • I can sing OR play a few common musical forms (eg. four bar phrases, round, call and response, verse/bridge/chorus, rondo), with help. 	<ul style="list-style-type: none"> • I can sing OR play a few common musical forms (eg. four bar phrases, round, call and response, verse/bridge/chorus, rondo). 	<ul style="list-style-type: none"> • I can sing AND play SEVERAL common musical forms (eg. four bar phrases, round, call and response, verse/bridge/chorus, rondo). 	<ul style="list-style-type: none"> • I can sing AND play MANY common musical forms (eg. four bar phrases, round, call and response, verse/bridge/chorus, rondo).
	Rhythm	<ul style="list-style-type: none"> • I can vary the tempo OR the dynamics in my musical compositions, with help. 	<ul style="list-style-type: none"> • I can vary the tempo OR the dynamics in my musical compositions. 	<ul style="list-style-type: none"> • I can vary the tempo AND the dynamics in my musical compositions. 	<ul style="list-style-type: none"> • I can use some triplets and syncopated rhythms into my musical compositions to vary the rhythm.
	Pitch, melody and the pentatonic scale	<ul style="list-style-type: none"> • With help, I can rearrange the notes of a pentatonic scale to create my own musical composition. 	<ul style="list-style-type: none"> • With prompting, I can rearrange the notes of a pentatonic scale to create my own musical composition. 	<ul style="list-style-type: none"> • With minimal guidance, I can rearrange the notes of a pentatonic scale to create AND perform my own musical composition. 	<ul style="list-style-type: none"> • I can rearrange the notes of a pentatonic scale to create AND perform my own musical composition.



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	Harmony and texture	<ul style="list-style-type: none"> I can sing a few partner songs. 	<ul style="list-style-type: none"> I can sing several partners songs. 	<ul style="list-style-type: none"> I can sing many partner songs AND experiment with two pitches to create harmony. 	<ul style="list-style-type: none"> I can sing a wide variety of partner songs and experiment with two or more pitches to create harmony.
	Timbre	<ul style="list-style-type: none"> I can classify and distinguish between a few instruments and their sound characteristics. 	<ul style="list-style-type: none"> I can classify and distinguish between several instruments and their sound characteristics. 	<ul style="list-style-type: none"> I can classify and distinguish between many instruments and their sound characteristics. 	<ul style="list-style-type: none"> I can classify and distinguish a wide variety of instruments and their sound characteristics.
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CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.	<ul style="list-style-type: none"> • With help, I can create artwork that expresses my own ideas. 	<ul style="list-style-type: none"> • I can create artwork that either expresses my own ideas OR draws on inspiration from Saskatchewan 	<ul style="list-style-type: none"> • I can create artwork that expresses my own ideas AND draw on inspiration from Saskatchewan. 	<ul style="list-style-type: none"> • I can use my own insight to create artwork that expresses the value, inspiration AND importance of Saskatchewan.
	<ul style="list-style-type: none"> • I can, with help, communicate how my artwork is inspired by Saskatchewan. 	<ul style="list-style-type: none"> • I can communicate how my artwork either expresses my own ideas OR draws on inspiration from Saskatchewan. 	<ul style="list-style-type: none"> • I can communicate how my artwork expresses my own ideas AND draws on inspiration from Saskatchewan. 	<ul style="list-style-type: none"> • I can use specific examples to connect my artwork to Saskatchewan, while defending my artistic decisions.
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CP4.8 Create art works using a variety of visual art concepts (e.g., organic shapes), forms (e.g., kinetic sculpture, mural), and media (e.g., wood, wire, and found objects).	Concepts	• I can, with help, create artwork incorporating a few of the following elements: line, color, texture, shape, OR form.	• I can create artwork incorporating several of the following elements: line, color, texture, shape, OR form.	• I can create artwork incorporating almost all of the following elements : line, color, texture, shape, AND form.	• I can create artwork incorporating all of the following elements: line, color, texture, shape, AND form.
		• I can, with help, show an understanding of complementary OR analogous colors.	• I can show an understanding of complementary OR analogous colors, and I am beginning to apply that knowledge to my artwork.	• I can show an understanding of complementary AND analogous colors AND apply that knowledge to my artwork.	• I explain how I have used complementary AND analogous colors in my artwork to produce particular effects.
	Form and Media	• With help , I can use a few different forms (e.g. kinetic sculpture, mural) in my art work OR media (e.g. wood, wire, and found objects) in my artwork..	• I can use a few different forms (e.g. kinetic sculpture, mural) OR media (e.g. wood, wire, and found objects) in my artwork.	• I can use several different forms (e.g. kinetic sculpture, mural) AND media (e.g. wood, wire, and found objects) in my artwork.	• I can use a variety of different forms (e.g. kinetic sculpture, mural) AND media (e.g. wood, wire, and found objects) in my artwork.
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