



| Arts Education Grade 5<br>Creative / Productive (CP)  |   |   |  |   |
|---|---|---|--|---|
| Outcome   | 1 – Little Evidence<br>With help, I understand parts of the simpler ideas and do a few of the simpler skills.   | 2 – Partial Evidence<br>I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.                          | 3 – Sufficient Evidence<br>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<br>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>CP5.1</b><br><b>Create dance compositions inspired by pop culture (e.g., street dances, current dance trends in music videos).</b> | <ul style="list-style-type: none"> <li>I can <b>investigate several pop culture sources</b> and, with help, use that information for movement improvisation ideas.</li> </ul> | <ul style="list-style-type: none"> <li>I can <b>investigate several pop culture sources</b> and use that information for movement improvisation ideas.</li> </ul> | <ul style="list-style-type: none"> <li>I can <b>select movements</b> from my improvisation based on investigations of pop culture to create dance compositions.</li> </ul> | <ul style="list-style-type: none"> <li>I can select movements from my improvisation <b>and other sources</b> to create dance compositions.</li> </ul>           |
|   | <ul style="list-style-type: none"> <li>I can select a common starting point through peer collaboration, <b>with help.</b></li> </ul>  | <ul style="list-style-type: none"> <li>I can <b>select a common starting point</b> through peer collaboration.</li> </ul>   | <ul style="list-style-type: none"> <li>I can select a common starting point and <b>come up with further ideas</b> through peer collaboration.</li> </ul>                   | <ul style="list-style-type: none"> <li>I can use <b>many movements</b> obtained from collaboration and pop culture stimuli in my dance compositions.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>I <b>need help to</b> reflect on my movement choices.</li> </ul>   | <ul style="list-style-type: none"> <li>I can <b>explain the meaning of my dance compositions.</b></li> </ul>  | <ul style="list-style-type: none"> <li>I can <b>explain the meaning of my dance compositions</b> and why they are unique.</li> </ul>                                       | <ul style="list-style-type: none"> <li>I can <b>point out and explain complex connections</b> in my own dance compositions.</li> </ul>                          |
|   | <ul style="list-style-type: none"> <li>I <b>need help to</b> record <b>part of my dance phrase</b> using journals, drawings <b>OR</b> videos.</li> </ul>                      | <ul style="list-style-type: none"> <li>I can record <b>part of my dance phrase</b> using journals, drawings <b>OR</b> videos.</li> </ul>                          | <ul style="list-style-type: none"> <li>I can <b>clearly record</b> my dance phrase using journals, drawings, <b>OR</b> videos.</li> </ul>                                  | <ul style="list-style-type: none"> <li>I can clearly record my dance compositions using <b>many methods.</b></li> </ul>   |
| Comments  |   |   |  |   |



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| <b>CP5.2</b><br><b>Express own ideas using pop dance forms and styles, and apply the elements of dance including:</b> <ul style="list-style-type: none"> <li>○ <b>actions</b> (extend repertoire of actions with flexibility and clarity of movement)</li> <li>○ <b>body</b> (arm and leg gestures that lead toward, away from, and around own bodies)</li> <li>○ <b>dynamics</b> (acceleration and deceleration)</li> <li>○ <b>relationships</b> (alone, partner, small groups)</li> <li>○ <b>space</b> (pathways, directions, levels, shape).</li> </ul> | <ul style="list-style-type: none"> <li>• With help I can <b>express ideas</b> using a <b>few</b> elements of dance in my dance phrases (actions, body, dynamics, relationships, <b>AND</b> space).</li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>express ideas</b> using <b>several</b> elements of dance in my dance phrases (actions, body, dynamics, relationships, <b>AND</b> space) that draw on my own personal expression, strength, and balance.</li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>express ideas</b> using <b>all</b> elements of dance in my dance phrases (actions, body, dynamics, relationships, <b>AND</b> space) that draw on my personal expression, strength, and balance.</li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>express ideas</b> using all elements of dance (actions, body, dynamics, relationships, <b>AND</b> space) in my dance compositions <b>and explain how they fit together.</b></li> </ul> |
|  | <ul style="list-style-type: none"> <li>• <b>With help</b>, I can explore dance elements in my own dance compositions.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can <b>demonstrate some applications of dance elements</b> in my own dance compositions.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can demonstrate <b>innovation</b> in my application of the dance elements in my own dance compositions.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can demonstrate innovation in my application of the dance elements in all my dance compositions <b>and explain how I have changed some dance elements to suit my purpose.</b></li> </ul>      |
|  | <ul style="list-style-type: none"> <li>• <b>With help</b>, I can identify transitions in dance compositions.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can <b>identify transitions</b> in my own dance compositions.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can <b>identify transitions</b> in my own dance compositions <b>AND</b> experiment with various types of transitions.</li> </ul>  | <ul style="list-style-type: none"> <li>• I use <b>sophisticated transitions</b> in my own dance compositions that create a smooth flow.</li> </ul>   |



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|  | <ul style="list-style-type: none"><li>• I <b>need prodding</b> to extend my own body's range of motion by exploring a few elements of dance.</li></ul> | <ul style="list-style-type: none"><li>• I <b>make some attempts</b> to extend my own body's range of motion by exploring <b>a few elements of dance.</b></li></ul> | <ul style="list-style-type: none"><li>• I can <b>extend my own body's range of motion</b> by exploring <b>all elements of dance</b> in meaningful ways.</li></ul> | <ul style="list-style-type: none"><li>• I <b>have a systematic plan</b> to extend my own body's range of motion by exploring all elements of dance in meaningful ways.</li></ul> |
| Comments   |  |  |   |  |



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| CP5.3<br>Demonstrate how various roles, strategies, and elements (e.g., tension, contrast, symbols) function within a drama. | Demonstrate various roles | • I can <b>identify various roles</b> within a drama.   | • I can explain how <b>a few</b> roles function within a drama.  | • I can <b>explain, with examples</b> , how a <b>variety of roles</b> function within a drama.   | • I can <b>compare</b> , with examples, how a variety of roles function within a drama.   |
|  | Demonstrate strategies    | • I can <b>identify various</b> strategies within a drama.  | • I can explain how <b>a few</b> strategies function within a drama.   | • I can <b>explain, with examples</b> , how a variety of strategies function within a drama.   | • I can <b>compare</b> , with examples, how a variety of strategies function within a drama.  |
|  | Demonstrate elements      | • I can <b>identify various</b> elements within a drama.  | • I can explain how <b>a few</b> elements function within a drama.   | • I can <b>explain, with examples</b> , how a variety of elements function within a drama.   | • I can <b>compare</b> , with examples, how a variety of elements function within a drama.  |
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| <b>CP5.4</b><br><b>Create drama using pop culture as inspiration (e.g., pop musicians and movie stars, street theatre, or stories and myths from pop culture).</b> | <ul style="list-style-type: none"> <li>I can demonstrate the use of collaboration <b>OR</b> role during the process of creating a drama inspired by pop culture. I can also use drama strategies <b>with help</b>.</li> </ul> | <ul style="list-style-type: none"> <li>I can demonstrate the use of collaboration, a few drama strategies <b>OR</b> role during the process of creating a drama inspired by pop culture.</li> </ul> | <ul style="list-style-type: none"> <li>I can <b>demonstrate</b> the use of collaboration, a few drama strategies <b>AND</b> role during the process of creating a drama inspired by pop culture.</li> </ul> | <ul style="list-style-type: none"> <li>I can demonstrate a <b>logical use</b> of collaboration, drama strategies <b>AND</b> role during the process of creating a drama inspired by pop culture.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>I can create a drama with <b>a beginning</b> but it may not have a clear middle or end.</li> </ul>   | <ul style="list-style-type: none"> <li>I can create a drama with a beginning, middle <b>OR</b> end.</li> </ul>  | <ul style="list-style-type: none"> <li>I can create a drama with a beginning, middle <b>AND</b> end.</li> </ul>   | <ul style="list-style-type: none"> <li>I can create a drama with <b>a clear</b> beginning, middle <b>AND</b> end.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>I can <b>describe</b> what my drama is about but it is not clearly linked to pop culture.</li> </ul>   | <ul style="list-style-type: none"> <li>I can <b>describe</b> a general connection between my drama and pop culture.</li> </ul>  | <ul style="list-style-type: none"> <li>I can <b>explain a clear connection between my drama and pop culture.</b></li> </ul>   | <ul style="list-style-type: none"> <li>I can <b>explain and defend</b> the connections between my drama and pop culture.</li> </ul>   |
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| CP5.5<br><b>Demonstrate increased skills and abilities in use of the voice and one or more instruments.</b> | • <b>With help</b> , I can vary the range, timbre <b>OR</b> dynamics of my voice to express feelings and ideas. | • I can vary the range, timbre <b>OR</b> dynamics of my voice to express feelings and ideas.   | • I can vary the range, timbre <b>AND</b> dynamics of my voice to express feelings and ideas.  | • I can vary the range, timbre <b>AND</b> dynamics of my voice to express feelings and ideas, <b>AND</b> explain the effect I am trying to achieve.             |
|   | • I can play one in traditional <b>OR</b> non-traditional ways <b>with consistent help</b> .                    | • I can play <b>one instrument</b> in traditional <b>OR</b> non-traditional ways with <b>occasional assistance</b> .                     | • <b>I show increased skill in playing at least one</b> classroom instrument in traditional <b>AND</b> non-traditional ways.                             | • I show increased skill in playing <b>more than one</b> classroom instrument in traditional <b>AND</b> non-traditional ways.                                   |
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| <b>CP5.6</b><br><b>Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of:</b><br><br><ul style="list-style-type: none"><li>○ <b>form</b> (binary – AB, ternary – ABA, rondo – ABACADA)</li><li>○ <b>metre</b> as an organizational technique</li><li>○ <b>tempo</b> as an organizational technique</li><li>○ <b>rhythm</b> including beat, tempo, patterns of duration, and metre</li><li>○ <b>melodies</b></li><li>○ <b>harmony</b> as a</li></ul> | Form                 | • <b>With help</b> , I can give examples of <b>several of the following forms:</b> Binary (AB), Ternary (ABA) <b>OR</b> Rondo (ABACADA) in selections of modern pop music. | • I can give examples of <b>several of the following forms:</b> Binary (AB), Ternary (ABA) <b>OR</b> Rondo (ABACADA) in selections of modern pop music, and explain my choices. | • I can <b>give examples of all the following forms:</b> Binary (AB), Ternary (ABA) <b>AND</b> Rondo (ABACADA) in selections of modern pop music, and explain my choices. | • I can give examples of <b>all</b> the following forms: Binary (AB), Ternary (ABA) <b>AND</b> Rondo (ABACADA) in modern pop music, <b>AND in other genres</b> , and explain my choices. |
|  |                      | • <b>With help</b> , I can use <b>one</b> of the following forms: Binary (AB), Ternary (ABA) <b>OR</b> Rondo (ABACADA) in my musical creations.                            | • I can use <b>one</b> of the following forms: Binary (AB), Ternary (ABA) <b>OR</b> Rondo (ABACADA) in my musical creations.  | • I can use <b>several</b> of the following forms: Binary (AB), Ternary (ABA) <b>OR</b> Rondo (ABACADA) in my musical creations.  | • I can use <b>all</b> of the following forms: Binary (AB), Ternary (ABA) <b>AND</b> Rondo (ABACADA) in my musical creations.  |
|  | Metre<br>Tone colour | • I can <b>give examples of metre and tone colour.</b>   | • I can use metre <b>OR</b> tone colour to organize my musical compositions.  | • I can use metre <b>AND</b> tone colour to organize my musical compositions.   | • I can <b>select</b> the metre <b>AND</b> tone colour of my musical compositions to create a desired effect, and explain my process.  |
|  | Tempo                | • I can <b>describe tempo in the compositions of others.</b>   | • The tempo of my musical compositions is <b>arbitrary.</b>   | • I can <b>use the tempo</b> of my musical composition to create consistency of feeling and idea.   | • I can <b>vary the tempo of my musical composition</b> to express a variety of feelings and ideas within that composition   |
|  |                      |  |   |   |  |
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| fundamental component in creating texture (e.g., choral accompaniment)<br>○ <b>scales</b> that differ in structure and tonality (pentatonic, major, minor)<br>○ <b>tone colour</b> as an organizational technique<br>○ <b>expressive use of silence.</b> | Rhythm   | • I can create a sound composition showing <b>some</b> evidence of beat, patterns of duration <b>OR</b> metre. | • I can create a sound composition showing <b>clear</b> evidence of beat, patterns of duration <b>OR</b> metre.                          | • I can create a sound composition showing <b>clear evidence</b> of beat, rhythm patterns <b>AND</b> metre.  | • I can create a sound composition showing a <b>wide variety of beat, patterns of duration AND metre.</b>  |
|  | Melodies | • <b>With help</b> , I can create a simple melody.   | • I can <b>sometimes</b> experiment with the shape of a melody to create a particular musical expression.                                | • I often <b>experiment with the shape of a melody</b> to create a particular musical expression.  | • I experiment with the shape of a melody to create a particular musical expression, <b>and explain my process.</b>  |
|  | Harmony  | • I <b>need help to use simple harmonies</b> to create texture in my musical compositions.                     | • I can <b>use simple harmonies from time to time</b> to create texture in my musical compositions, with guidance.                       | • I can often <b>use simple harmonies</b> to create texture in my musical compositions.  | • I can use simple harmonies <b>strategically</b> to create texture in my musical compositions, <b>and explain the effect I am trying to achieve.</b>                                  |
|  | Scales   | • I can find several differences in structure <b>OR</b> tonality in major <b>AND</b> minor scales.             | • I can <b>identify</b> differences in structure <b>OR</b> tonality in major, minor <b>AND</b> pentatonic scales.                        | • I can <b>describe several</b> differences in structure <b>AND</b> tonality in major, minor <b>AND</b> pentatonic scales.                               | • I can <b>explain several differences</b> in structure <b>AND</b> tonality in major, minor <b>AND</b> pentatonic scales, <b>AND</b> propose <b>what effect each one might create.</b> |





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|  | Silence | • I can <b>identify moments of silence</b> in selections of modern pop music I choose.                        | • I <b>sometimes</b> experiment with silence in my musical compositions.   | • I <b>often</b> experiment with silence in my musical compositions.   | • I <b>plan moments of silence</b> in my musical compositions, <b>and explain the effect I want to create.</b>  |
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| <b>CP5.7</b><br><b>Create visual art works that express ideas about, and draw inspiration from, pop culture.</b> | <ul style="list-style-type: none"> <li>• <b>With help</b>, I can create art works that expresses pop culture.</li> </ul>         | <ul style="list-style-type: none"> <li>• I can create art works that either expresses an idea about pop culture <b>OR</b> draws inspiration from pop culture</li> </ul>         | <ul style="list-style-type: none"> <li>• I can create art works that express an idea about <b>AND</b> draw inspiration from pop culture.</li> </ul>      | <ul style="list-style-type: none"> <li>• I can create art works that express the value, inspiration and importance of pop culture.</li> </ul>                                     |
|  | <ul style="list-style-type: none"> <li>• <b>With help</b>, I can explain <b>how my art works express pop culture.</b></li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>explain</b> how my art works either express an idea about pop culture <b>OR</b> draw inspiration from pop culture.</li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>explain</b> the meaning of my art works <b>AND</b> why I made specific artistic decisions.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can explain what my art works means <b>and demonstrate how self-reflection and feedback will help me grow as an artist.</b></li> </ul> |
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| <b>CP5.8</b><br><b>Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).</b> | <ul style="list-style-type: none"> <li>• <b>With help</b>, I can create artwork that <b>somewhat</b> reflect the style of pop art according to <b>a few</b> of the following elements: line, color, texture, form or shape.</li> </ul> | <ul style="list-style-type: none"> <li>• I can create artwork that <b>somewhat</b> reflects the style of pop art according to <b>several</b> of the following elements: line, color, texture, form, <b>OR</b> shape.</li> </ul> | <ul style="list-style-type: none"> <li>• I can create artwork that reflects the style of pop art according to <b>most of the following elements</b>: line, color, texture, form <b>OR</b> shape.</li> </ul> | <ul style="list-style-type: none"> <li>• I can create artwork that reflects the style of pop art according to <b>all of the following elements</b>: line, color, texture, form <b>AND</b> shape.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• <b>With help</b>, I can, with help, create contrast or balance in my pop art.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can create contrast <b>OR</b> balance in my pop art.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can create contrast <b>AND</b> balance in my pop art.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can create contrast and balance in my pop art, but also help my classmates create it in their artwork.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>• <b>With help</b>, I can use <b>a few</b> different forms (e.g. graphic design, photography) in my art work <b>OR</b> media (e.g. mixed media, paint) in my artwork.</li> </ul>                | <ul style="list-style-type: none"> <li>• I can use <b>a few</b> different forms (e.g. graphic design, photography) <b>OR</b> media (e.g. mixed media, paint) in my artwork.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can use <b>several</b> different forms (e.g. graphic design, photography) <b>AND</b> media (e.g. mixed media, paint) in my artwork.</li> </ul>                   | <ul style="list-style-type: none"> <li>• I can use <b>a variety of</b> different forms (e.g. graphic design, photography) <b>AND</b> media (e.g. mixed media, paint) in my artwork.</li> </ul>              |
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