



Arts Education: Dance Grade 9 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. <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>CH9.1</b> <b>Investigate and discuss the role of artists in raising awareness or taking action on topics of concern.</b>	<ul style="list-style-type: none"> <li>With help, I can <b>ask a few key questions</b> about the role of <b>dancers</b> in raising awareness or taking action on topics of concern, <b>AND carry out research</b> to answer some of them..</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>ask a few key questions</b> about the role of <b>dancers</b> in raising awareness or taking action on topics of concern, <b>AND carry out research</b> to answer some of them.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>ask several key questions</b> about the role of <b>dancers</b> in raising awareness or taking action on topics of concern, <b>AND carry out research</b> to answer some of them <b>in detail.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>ask several key questions</b> about the role of <b>dancers</b> in raising awareness or taking action on topics of concern, <b>AND carry out research using several sources</b> to answer some of them <b>in great detail.</b></li> </ul>
	<ul style="list-style-type: none"> <li>With help, I can <b>contribute a few ideas and opinions to discussions</b> about the role of <b>dancers</b> in raising awareness or taking action on topics of concern.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>contribute a few ideas and opinions to discussions</b> about the role of <b>dancers</b> in raising awareness or taking action on topics of concern, <b>AND sometimes support</b> my statements <b>with examples and details.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>contribute several ideas and opinions to discussions</b> about the role of <b>dancers</b> in raising awareness or taking action on topics of concern, <b>AND usually support</b> my statements <b>with examples and details.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>contribute many ideas and opinions to discussions</b> about the role of <b>dancers</b> in raising awareness or taking action on topics of concern, <b>AND usually support</b> my statements <b>with examples and details.</b></li> </ul>
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<b>CH9.2</b> <b>Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.</b>	<ul style="list-style-type: none"> <li>I can <b>identify a topic of concern</b> to Indigenous artists, and <b>gather information about</b> that topic.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>brainstorm ideas about how I might</b> use the arts to increase understanding on a topic of concern to Indigenous artists, alone or with others.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create a plan of action</b> to use the arts to increase understanding on a topic of concern to Indigenous artists, alone or with others, <b>respecting almost all the co-constructed criteria for action plans.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>implement my plan of action</b> to use the arts to increase understanding on a topic of concern to Indigenous artists, alone or with others, <b>and reflect on its effectiveness.</b></li> </ul>
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<b>CH9.3</b> <b>Investigate diversity of artistic ideas, styles, and media in contemporary arts expressions.</b>	<ul style="list-style-type: none"> <li>I can draw conclusions about diversity of artistic ideas, styles, <b>OR</b> media in contemporary arts expressions, using a <b>few teacher-selected contemporary artistic expressions.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can draw conclusions <b>supported with examples and details</b> about diversity of artistic ideas, styles, <b>OR</b> media in contemporary arts expressions, using <b>several</b> contemporary artistic expressions I have selected myself through research.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw conclusions <b>supported with examples and details</b> about diversity of artistic ideas, styles, <b>AND</b> media in contemporary arts expressions, using <b>several</b> contemporary artistic expressions I have selected myself through research.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare artistic diversity</b> in ideas, styles, <b>AND</b> media in contemporary arts expressions, using <b>several</b> contemporary artistic expressions I have selected myself through research, <b>supported with examples and details.</b></li> </ul>
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<b>CH9.4</b> <b>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).</b>	<ul style="list-style-type: none"> <li>I can <b>identify</b> various interdisciplinary arts expressions and the disciplines that are combined (e.g. combining poetry and sound, performance art, audio visual installations).</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe with detail the work of artists</b> who create interdisciplinary expressions (e.g. combining poetry and sound, performance art, audio visual installations).</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>justify my opinion about the work of artists</b> who create interdisciplinary expressions (e.g. combining poetry and sound, performance art, audio visual installations).</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> the work of <b>several</b> artists who create interdisciplinary expressions (e.g. combining poetry and sound, performance art, audio visual installations).</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can <b>create interdisciplinary arts expressions, individually or with others, respecting a few criteria co-constructed in class.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create interdisciplinary arts expressions, individually or with others, respecting several criteria co-constructed in class.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create interdisciplinary arts expressions, individually or with others, respecting almost all criteria co-constructed in class.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create interdisciplinary arts expressions, individually or with others, respecting all criteria co-constructed in class.</b></li> </ul>
Comments				