



Arts Education Grade 1 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.
CP1.1 Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points.	<ul style="list-style-type: none"> I can create movements that represent my understanding of an idea or feeling, with help. 	<ul style="list-style-type: none"> I can create movements that represent my understanding of an idea or feeling. 	<ul style="list-style-type: none"> I can create movement patterns that represent my understanding of an idea or feeling. 	<ul style="list-style-type: none"> I can create movement patterns that represent my understanding of an idea or feeling, and explain the connection between the movement and the feeling or idea.
	<ul style="list-style-type: none"> With help, I can share an idea with other students in class that sometimes has a connection to the starting point. 	<ul style="list-style-type: none"> I can sometimes talk about and share my dance ideas with other students in class. 	<ul style="list-style-type: none"> I can always talk about and share my dance ideas with other students in class. 	<ul style="list-style-type: none"> I can make deep connections about my dance ideas and share with other students in class.
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CP1.2 Create short dance phrases using the elements of dance including: <ul style="list-style-type: none"> ○ actions (locomotor and non-locomotor) ○ body (whole and parts) ○ dynamics (different ways of moving) ○ relationships (explore variety) ○ space (awareness of pathways, levels, sizes, shapes). 	<ul style="list-style-type: none"> • I need help creating a short dance phrase using a few elements of dance (actions, body, dynamics, relationships, OR space). 	<ul style="list-style-type: none"> • I can create a short dance phrase using several of the elements of dance (actions, body, dynamics, relationships, OR space). 	<ul style="list-style-type: none"> • I can create a short dance phrase using almost all the elements of dance (actions, body, dynamics, relationships, AND space). 	<ul style="list-style-type: none"> • I can create short dances phrases that use all elements of dance equally (actions, body, dynamics, relationships, AND space).
	<ul style="list-style-type: none"> • I need help identifying the elements I use in a dance phrase. 	<ul style="list-style-type: none"> • I can identify some elements in my dance phrase. 	<ul style="list-style-type: none"> • I can identify each element in my dance phrase. 	<ul style="list-style-type: none"> • I can identify each element in my dance phrase and how they connect together.
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CP1.3 Enter into the fiction provided by the drama.	Contribute ideas	<ul style="list-style-type: none"> I can contribute ideas to a drama activity when asked, with help. 	<ul style="list-style-type: none"> I can sometimes contribute ideas to a drama activity when asked. 	<ul style="list-style-type: none"> I can contribute ideas to a drama activity when asked. 	<ul style="list-style-type: none"> I can contribute practical ideas to a drama activity when asked.
	Use imagination	<ul style="list-style-type: none"> I can use my imagination with help. 	<ul style="list-style-type: none"> I can sometimes use my imagination during drama activities. 	<ul style="list-style-type: none"> I can frequently use my imagination during drama activities. 	<ul style="list-style-type: none"> I can always use my imagination during drama activities.
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CP1.4 Use language, visual images, and other ways (e.g., movement, sound effects) to represent ideas both in and out of role.	Use language	• I can express ideas by speaking in OR out of role with help .	• I can express ideas by speaking in OR out of role.	• I can express ideas by speaking in AND out of role.	• I can express practical ideas by speaking in AND out of role.
	Use visual images	• I can use visual images in role (e.g. prop, costume feature) OR out of role (e.g. character sketch) with help .	• I can use visual images that sometimes relate to the drama activity in role (e.g. prop, costume feature) OR out of role (e.g. character sketch).	• I can use visual images that frequently relate to the drama activity in role (e.g. prop, costume feature) AND out of role (e.g. character sketch).	• I can use visual images that always relate to the drama activity in role (e.g. prop, costume feature) AND out of role (e.g. character sketch).
	Use movement	• I can express ideas with movement in OR out of role with help .	• I can express ideas with movement in OR out of role.	• I can express ideas with simple movement in AND out of role.	• I can express ideas with complex movement in AND out of role.
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CP1.5 Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low).	Create Sounds	• I can use instruments OR voice to create OR imitate sounds.	• I can use instruments AND voice to create OR imitate sounds.	• I can use instruments AND voice to create AND imitate sounds.	• I can consistently use instruments and voice to create and imitate sounds.
		• I can arrange sounds in basic ways only with help.	• I can arrange sounds in interesting ways with guidance.	• With minimal guidance, I can arrange sounds in interesting ways.	• I can draw sounds together to tell a story or create a song.
	Play instruments	• With help, I can play simple-pitched OR non-pitched instruments OR body percussion in simple instructed ways.	• I can play simple-pitched OR non-pitched instruments OR body percussion in simple instructed ways.	• I can play simple-pitched AND non-pitched instruments AND body percussion in a variety of instructed ways.	• I can play simple-pitched AND non-pitched instruments AND body percussion and contribute to discovering new ways to play.
	Organize sounds	• With help, I can select OR organize sounds to tell a story or convey an image.	• I can select AND organize sounds with guidance and minimal invented notation so I can understand and repeat the sounds to tell a story or convey an image.	• I can select AND organize sounds AND use invented notation so I can understand and repeat the sounds to tell a story or convey an image.	• I can select and organize sounds and use invented notation to tell a story or convey an image, and explain my choices.
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CP1.6 Demonstrate understanding of patterns and the elements of music including: <ul style="list-style-type: none"> ○ same and different patterns ○ rhythm (e.g., difference between beat and rhythm, sounds and silence, long and short sounds) ○ dynamics (loud and soft) ○ pitch (high and low sounds) ○ texture (sounds heard alone or together) ○ tone colours (distinguish between). 	Patterns	<ul style="list-style-type: none"> • I can follow simple patterns in movement using body, voice OR percussion instruments, with help. 	<ul style="list-style-type: none"> • I can follow and create patterns in movement, with prompting, using a combination of body, voice OR percussion instruments. 	<ul style="list-style-type: none"> • I can follow and independently create patterns in movement using body, voice AND percussion instruments. 	<ul style="list-style-type: none"> • I can follow and independently create more complex patterns in movement and using body, voice and percussion instruments.
	Rhythm	<ul style="list-style-type: none"> • With help, I can sometimes move to OR perform a steady beat. 	<ul style="list-style-type: none"> • I can move to AND perform a steady beat AND a few simple rhythmic patterns. 	<ul style="list-style-type: none"> • I can almost always move to AND perform a steady beat AND a few simple rhythmic patterns. 	<ul style="list-style-type: none"> • I can always move and play (instrument and voice) to a steady beat AND simple rhythmic patterns.
		<ul style="list-style-type: none"> • I can create simple melodic OR rhythmic patterns with help. 	<ul style="list-style-type: none"> • I can create simple melodic OR rhythmic patterns with minimal help. 	<ul style="list-style-type: none"> • I can create simple melodic AND rhythmic patterns. 	<ul style="list-style-type: none"> • I can create simple and more complex melodic and rhythmic patterns.
	Dynamics	<ul style="list-style-type: none"> • I can identify simple dynamics in sounds with help. 	<ul style="list-style-type: none"> • I can occasionally identify simple dynamics in sounds. 	<ul style="list-style-type: none"> • I can identify simple dynamics in sounds. 	<ul style="list-style-type: none"> • I can always identify simple dynamics in sounds.
		<ul style="list-style-type: none"> • I can add some dynamics to my performance with help. 	<ul style="list-style-type: none"> • I can occasionally add some dynamics to my performance. 	<ul style="list-style-type: none"> • I consistently add some dynamics to my performance. 	<ul style="list-style-type: none"> • I can add a range of dynamics to my performance.



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	Pitch	<ul style="list-style-type: none"> I can seldom identify pitch as high/low. 	<ul style="list-style-type: none"> I can identify pitch as high/low. 	<ul style="list-style-type: none"> I can identify pitch as high/low AND match pitch with some accuracy. 	<ul style="list-style-type: none"> I can always identify pitch as high/low AND I consistently match pitch with accuracy.
	Texture	<ul style="list-style-type: none"> I seldom recognize when sounds are heard alone or together. 	<ul style="list-style-type: none"> I can identify when sounds are heard alone or together with teacher guidance. 	<ul style="list-style-type: none"> I can identify when sounds are heard alone or together. 	<ul style="list-style-type: none"> I can recognize when sounds are heard alone or together and occasionally identify the sounds.
	Tone	<ul style="list-style-type: none"> I seldom differentiate between the sounds of objects/ instruments. 	<ul style="list-style-type: none"> I can occasionally differentiate between the sounds of objects/instruments and describe the differences with given options from the teacher. 	<ul style="list-style-type: none"> I can usually differentiate between the sounds of objects/instruments and describe the differences in simple terms. 	<ul style="list-style-type: none"> I can consistently differentiate between the sounds of objects/instruments and describe the differences in more complex terms.
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CP1.7 Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work.	<ul style="list-style-type: none"> With help, I can identify patterns I see in art works and the environment. 	<ul style="list-style-type: none"> I can identify patterns I see in in art works and the environment. 	<ul style="list-style-type: none"> I can describe patterns I see in in art works and the environment. 	<ul style="list-style-type: none"> I can compare patterns I see in art works and the environment.
	<ul style="list-style-type: none"> I can reproduce a few formal patterns (repetition at regular intervals) AND informal patterns (repetition at irregular intervals) that I observe. 	<ul style="list-style-type: none"> I can use some formal AND informal patterns that I observe, in my own work. 	<ul style="list-style-type: none"> I can create a few formal AND informal patterns and use them in my own work. 	<ul style="list-style-type: none"> I can create a variety of formal AND informal patterns and use them in my own work.
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CP1.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).	Develop ideas	• With help , I can discover my own ideas.	• I can choose my own ideas.	• I can develop my own ideas.	• I can develop in detail my own ideas.
	Forms	• With help , I can use some forms (e.g., painting, drawing, printmaking) OR media (e.g. paint, found objects) in my own art works.	• I can use some forms (e.g., painting, drawing, printmaking) OR media (e.g. paint, found objects) in my own art works.	• I can use different forms (e.g., painting, drawing, printmaking) AND media (e.g. paint, found objects) in my own art works.	• I can use complex forms AND media in my own art works.
	Colours	• I can, with help , show an understanding of primary colours (red, yellow, blue).	• I can show an understanding of primary colours (red, yellow, blue).	• I can show an understanding of primary colours (red, yellow, blue) and apply that knowledge to my own art works.	• I can provide feedback to my classmates on the use of primary colours (red, yellow, blue) in their own artworks.
Comments					