



Arts Education Grade 8 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.
CP8.1 Create dance compositions that express ideas and student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs).	<ul style="list-style-type: none"> I can ask key questions about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), AND carry out research to answer some of them. 	<ul style="list-style-type: none"> I can ask key questions about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), carry out research to answer some of them, AND identify elements of my findings that could be used in the dance making process. 	<ul style="list-style-type: none"> I can ask key questions about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), carry out research to answer some of them, AND use many of my findings in the dance making process. 	<ul style="list-style-type: none"> I consistently use inquiry as part of the dance making process and apply my understanding to subsequent dance compositions.
	<ul style="list-style-type: none"> I need help to collaborate for dance composition ideas on social issues. 	<ul style="list-style-type: none"> I can select a common starting point with peer collaboration for a dance composition on social issues. 	<ul style="list-style-type: none"> I can select many movements with peer collaboration for a dance composition on social issues. 	<ul style="list-style-type: none"> I can expand on movement ideas with peer collaboration for a dance composition on social issues .
	<ul style="list-style-type: none"> I can identify some ideas in my dance compositions. 	<ul style="list-style-type: none"> I can explain the meaning of my dance compositions. 	<ul style="list-style-type: none"> I can explain the meaning of my dance compositions, AND the features that make them distinctive. 	<ul style="list-style-type: none"> I can explain how my dance compositions, including the features that make it distinctive, express ideas about social issues.
	<ul style="list-style-type: none"> I keep minimal records of my dance movements OR dance creations. 	<ul style="list-style-type: none"> I keep incomplete records of my dance movements OR dance creations. 	<ul style="list-style-type: none"> I keep adequate records of my dance movements AND dance creations. 	<ul style="list-style-type: none"> I keep detailed records of my dance movements AND dance sequences.



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CP8.2 Investigate and use choreographic forms (e.g., theme and variations, canon).	<ul style="list-style-type: none"> I can develop movements to express a particular idea. 	<ul style="list-style-type: none"> I can sequence dance movements to express a particular idea. 	<ul style="list-style-type: none"> I can order the dance sequences into at least one specific form (e.g. ABA, ABBA, canon, theme and variations) to express a particular idea. 	<ul style="list-style-type: none"> I can order the dance sequences into a specific form or combination of forms (e.g. ABA, ABBA, canon, theme and variations), and explain how the form(s) contribute to expressing a particular idea.
	<ul style="list-style-type: none"> With help, I can use body OR actions in innovative ways to develop sequences and ideas. 	<ul style="list-style-type: none"> I can use body OR actions in innovative ways to develop sequences and ideas. 	<ul style="list-style-type: none"> I can use body AND actions in innovative ways to develop sequences and ideas. 	<ul style="list-style-type: none"> I can use body and actions in innovative and symbolic ways to develop sequences and ideas.
	<ul style="list-style-type: none"> I experiment with expressive ways of using a few elements of dance: dynamics, rhythm, spatial design, focus, relationships, transitions OR contrast. 	<ul style="list-style-type: none"> I experiment with expressive ways of using several elements of dance: dynamics, rhythm, spatial design, focus, relationships, transitions OR contrast. 	<ul style="list-style-type: none"> I experiment with expressive ways of using dynamics, rhythm, spatial design, focus, relationships, transitions AND contrast. 	<ul style="list-style-type: none"> I experiment with expressive ways of using dynamics, rhythm, spatial design, focus, relationships, transitions AND contrast, AND incorporate those ideas in my final dance compositions.
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CP8.3 Choreograph one section of group choreography.	<ul style="list-style-type: none">• With help, I can contribute movement phrases to group choreography.	<ul style="list-style-type: none">• I can contribute movement phrases to group choreography.	<ul style="list-style-type: none">• I can contribute movement phrases to group choreography AND encourage peers to contribute phrases to group choreography.	<ul style="list-style-type: none">• I can contribute movement phrases to group choreography AND encourage peers to contribute phrases to group choreography, AND demonstrate leadership OR collaborative skills in bringing the group choreography project together.
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CP8.4 Demonstrate how dramatic characters interact in relationships within the drama and/or collective creation.	Focus	• I can use a few strategies to maintain focus during character interactions within a drama, with guidance.	• I can use a few strategies to maintain focus during character interactions within a drama.	• I can use several strategies to maintain focus during character interactions within a drama.	• I can use a variety of strategies to maintain effective focus during character interactions within a drama.
	Tension	• I can explain the sources or functions of tension in a drama, with help.	• I can explain the sources AND functions of tension in a drama.	• I can apply tension to my character AND his or her relationships to other characters during a drama.	• I can apply appropriate and relevant tension to my character and his other relationships to other characters during a drama.
	Contrast	• I can give examples of contrast among characters in a drama , with guidance.	• I can demonstrate how contrast among characters functions within a drama.	• I can apply contrast to enhance character relationships within a drama.	• I can apply appropriate and relevant contrast to the character relationships in a drama.
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CP8.5 Investigate how theatrical elements (e.g. story, character, design, space) are combined to achieve dramatic purpose.	<ul style="list-style-type: none"> I can use research to understand how a few theatrical elements (e.g. story, character, design, space) can be combined to achieve a dramatic purpose, with guidance. 	<ul style="list-style-type: none"> I can use research to understand how several theatrical elements (e.g. story, character, design, space) can be combined to achieve a dramatic purpose. 	<ul style="list-style-type: none"> I can apply a few of my research findings to what I already know about theatrical elements (e.g. story, character, design, space) to use them in combination to achieve a dramatic purpose. 	<ul style="list-style-type: none"> I can apply several of my research findings to what I already know about theatrical elements (e.g. story, character, design, space) to use them in combination to achieve a dramatic purpose.
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CP8.6 Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation.	<ul style="list-style-type: none"> I can ask key questions about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), AND carry out research to answer some of them. 	<ul style="list-style-type: none"> I can ask key questions about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), carry out research to answer some of them, AND identify elements of my findings that could be used in the drama creation process. 	<ul style="list-style-type: none"> I can ask key questions about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), carry out research to answer some of them, AND use many of my findings in the drama creation process. 	<ul style="list-style-type: none"> I can explain in detail how research contributed to an authentic and important drama creation.
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CP8.7 Improvise, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles.	• I can improvise simple phrases around a given structure, with guidance.	• I can improvise simple phrases around a given structure.	• I can improvise simple pieces around a given structure.	• I can improvise simple pieces on a structure I select myself.
	• I can compose a few of pieces, with help.	• I can compose a few pieces.	• I can compose a selection of pieces in contrasting styles.	• I can compose a selection of pieces in contrasting styles using a variety of instruments or technologies.
	• I can adequately prepare, rehearse OR perform my compositions for select audiences, with direction.	• I can adequately prepare, rehearse OR perform my compositions for select audiences.	• I can adequately prepare, rehearse, AND perform my compositions for select audiences.	• I can meticulously prepare, rehearse, and perform my compositions for any audience.
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CP8.8 Investigate and make choices about musical structures in sound composition.	<ul style="list-style-type: none"> I can ask key questions about how elements of music can be manipulated and structured to create balance and unity, AND use experimentation OR inquiry to answer a few of them. 	<ul style="list-style-type: none"> I can ask key questions about how elements of music can be manipulated and structured to create balance and unity, AND use experimentation and inquiry to answer some of them. 	<ul style="list-style-type: none"> I can ask key questions about how elements of music can be manipulated and structured to create balance and unity, use experimentation and inquiry to answer some of them, AND incorporate the results in sound compositions. 	<ul style="list-style-type: none"> I can explain in detail how inquiry and experimentation contribute to a balanced and unified sound composition.
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CP8.9 Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs).	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations in response to a social issue, with help. 	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations in response to a social issue, with some guidance. 	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations in response to a social issue. 	<ul style="list-style-type: none"> I can create AND perform my own sound compositions, with improvisation, in response to a social issue.
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CP8.10 Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).	<ul style="list-style-type: none"> I can identify a few key aspects of one social issue. 	<ul style="list-style-type: none"> I can identify a few key aspects of a few social issues. 	<ul style="list-style-type: none"> I can identify several key aspects of a few social issues, including student perspectives. 	<ul style="list-style-type: none"> I can describe in detail several key aspects of a few social issues, including student perspectives.
	<ul style="list-style-type: none"> I can create visual artworks that have a connection to a social issue, and respect several co-constructed criteria. 	<ul style="list-style-type: none"> I can create visual artworks that illustrate social issues, and respect many co-constructed criteria. 	<ul style="list-style-type: none"> I can create visual artworks that express student perspectives on social issues and respect almost all co-constructed criteria. 	<ul style="list-style-type: none"> I can create motivational or inspirational visual artworks that express student perspectives on social issues, and respect all co-constructed criteria.
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CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.	<ul style="list-style-type: none"> I can brainstorm ideas that express student perspectives on a social issue. 	<ul style="list-style-type: none"> I can choose an idea that expresses student perspectives on a social issue. 	<ul style="list-style-type: none"> I can develop an idea that expresses student perspectives on a social issue. 	<ul style="list-style-type: none"> I can develop, in detail, an idea that expresses student perspectives on a social issue.
	<ul style="list-style-type: none"> With help, I can identify a message. 	<ul style="list-style-type: none"> My message/topic is evident, and needs details to develop it further. 	<ul style="list-style-type: none"> My message/topic is clear and developed with some details. 	<ul style="list-style-type: none"> My message/topic is clear and developed with many details.
	<ul style="list-style-type: none"> I can use a few visual art forms, images, OR art-making processes in expressing student perspectives on social issues. 	<ul style="list-style-type: none"> I can use several visual art forms, images, OR art-making processes in expressing student perspectives on social issues. 	<ul style="list-style-type: none"> I can use several visual art forms, images, AND art-making processes in expressing student perspectives on social issues. 	<ul style="list-style-type: none"> I can use a variety of visual art forms, images, AND art-making processes in expressing student perspectives on social issues.
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CP8.12 Solve visual art problems using a variety of processes and media.	<ul style="list-style-type: none">• With help, I can solve visual art challenges using a few media OR a few techniques that have been taught in class.	<ul style="list-style-type: none">• I can solve visual art challenges using several media AND several techniques that have been taught in class.	<ul style="list-style-type: none">• I can solve new and unfamiliar visual art challenges using a variety of processes AND media.	<ul style="list-style-type: none">• I can solve new challenges using innovative approaches and describe my process.
Comments				