



Arts Education Grade 6 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.
CP6.1 Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).	<ul style="list-style-type: none"> I can ask key questions about identity OR how it is influenced AND carry out research to answer some of them. 	<ul style="list-style-type: none"> I can ask key questions about identity OR how it is influenced, carry out research to answer some of them, AND use some of my findings in the dance making process. 	<ul style="list-style-type: none"> I can ask key questions about identity AND how it is influenced, 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 further my dance making.
	<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.
	<ul style="list-style-type: none"> I can describe my movement choices. 	<ul style="list-style-type: none"> I can explain my movement choices. 	<ul style="list-style-type: none"> I can explain my movement choices AND draw conclusions about the extent to which they are organized to convey meaning in my dance creations. 	<ul style="list-style-type: none"> I can defend my movement choices AND propose how they might be better organized to convey meaning in my dance creations.
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CP6.2 Investigate and manipulate elements of dance and principles of composition including repetition and contrast.	<ul style="list-style-type: none"> I can investigate a few choreographic principles using the elements of dance. 	<ul style="list-style-type: none"> I can investigate OR demonstrate a few choreographic principles using the elements of dance. 	<ul style="list-style-type: none"> I can investigate AND demonstrate several choreographic principles using the elements of dance. 	<ul style="list-style-type: none"> I can investigate AND demonstrate many choreographic principles using the elements of dance.
	<ul style="list-style-type: none"> I need help to add any actions at all to my repertoire used for dance compositions. 	<ul style="list-style-type: none"> I add a few actions to my repertoire used for dance compositions. 	<ul style="list-style-type: none"> I add several actions to my repertoire used for dance compositions. 	<ul style="list-style-type: none"> I add many actions to my repertoire used for dance compositions.
	<ul style="list-style-type: none"> I can find examples of repetition OR contrast in movements in dance sequences OR use it in my own dance compositions. 	<ul style="list-style-type: none"> I can find examples of repetition AND contrast in movements in dance sequences, comment on their effects, OR use BOTH in my own dance compositions. 	<ul style="list-style-type: none"> I can find examples of repetition AND contrast in movements in dance sequences, comment on their effects, AND use BOTH in my own dance compositions. 	<ul style="list-style-type: none"> I can explain the effects of repetition AND contrast in my own dance compositions.
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CP6.3 Shape dance compositions using various choreographic forms (e.g., ABA).	<ul style="list-style-type: none"> • With help, I explore a few dance forms (AABB, ABA, ABACA, etc.) in dance compositions. 	<ul style="list-style-type: none"> • I can explore a few dance forms (AABB, ABA, ABACA, etc.) in dance compositions. 	<ul style="list-style-type: none"> • I explore several dance forms (AABB, ABA, ABACA, etc.) in dance compositions. 	<ul style="list-style-type: none"> • I explore forms beyond those presented in class (AABB, ABA, ABACA, etc.) in dance compositions.
	<ul style="list-style-type: none"> • I can investigate AND demonstrate different ways of sequencing OR developing dance movements. 	<ul style="list-style-type: none"> • I can investigate AND demonstrate different ways of sequencing OR developing dance movements OR phrases. 	<ul style="list-style-type: none"> • I can investigate AND demonstrate different ways of sequencing AND developing dance movements AND phrases. 	<ul style="list-style-type: none"> • I can compare the effects of various ways of sequencing AND developing dance movements AND phrases.
	<ul style="list-style-type: none"> • I can demonstrate effective OR expressive transitions. 	<ul style="list-style-type: none"> • I can demonstrate effective OR expressive transitions in my own dance compositions. 	<ul style="list-style-type: none"> • I can demonstrate effective OR expressive transitions in my own dance compositions, and explain why they are so. 	<ul style="list-style-type: none"> • I can demonstrate effective AND expressive transitions in my own dance compositions, and determine the degree to which they are so.
	<ul style="list-style-type: none"> • With help, I can create dance compositions that demonstrate some understanding of choices in form, sequencing, OR effective transitions. 	<ul style="list-style-type: none"> • I can create dance compositions that demonstrate some understanding of choices in form, sequencing, OR effective transitions. 	<ul style="list-style-type: none"> • I can create dance compositions that demonstrate an understanding of choices in form, sequencing, AND effective transitions. 	<ul style="list-style-type: none"> • I can create dance compositions that demonstrate a full understanding of choices in form, sequencing, AND effective and expressive transitions.



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CP6.4 Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).	<ul style="list-style-type: none"> I can use a few learned skills and drama strategies to create a role in a selected drama form with help. 	<ul style="list-style-type: none"> I can use a few learned skills OR a few drama strategies to create roles in a selected drama form. 	<ul style="list-style-type: none"> I can draw on my learned skills AND drama strategies to create roles in a selected drama form. 	<ul style="list-style-type: none"> I can use my extensive repertoire of learned skills AND drama strategies to create complex roles that contain many details.
	<ul style="list-style-type: none"> I can identify which parts of my role come from life experience or from my imagination with help. 	<ul style="list-style-type: none"> I can express which parts of my roles come from life experience and which from my imagination. 	<ul style="list-style-type: none"> I can express which parts of my roles come from life experience and which from my imagination, and why. 	<ul style="list-style-type: none"> I can explain and justify my choices in using life experience and/or imagination to create my roles.
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CP6.5 Select and use focus, tension, conflict, and symbol to convey ideas.	<ul style="list-style-type: none"> I can choose AND apply a few of the following: focus or tension or conflict or symbols, in a variety of drama scenarios with help. 	<ul style="list-style-type: none"> I can choose AND apply several of the following: focus, tension, conflict OR symbols, in a variety of drama scenarios. 	<ul style="list-style-type: none"> I can choose AND apply focus, tension, conflict AND symbols, in a variety of drama scenarios. 	<ul style="list-style-type: none"> I can choose strategically and apply focus, tension, conflict AND symbols to further the ideas behind a drama, in a variety of drama scenarios, and explain my process.
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CP6.6 Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).	Collaboration and creation	• I need guidance and reminders to fulfill any of my responsibilities in designing a drama about identity and its influences.	I can fulfill most of my responsibilities in designing a drama about identity and its influences.	• I can fulfill all of my responsibilities in designing a drama about identity and its influences , and I can demonstrate the use of collaboration in that process.	• I can demonstrate leadership qualities while collaborating and designing a drama about identity and its influences, and demonstrate the use of collaboration in that process.
		• I can identify certain parts of the drama that deal with identity.	• I can describe the ideas about identity present in the drama.	• I can explain how the created drama conveys ideas about identity, in detail.	• I can explain and justify choices in how the created drama conveys ideas about identity in detail.
	Develop and apply focus, tension, conflict and symbol	• I can give examples of focus, tension, conflict OR symbols in a drama about identity and its influences.	• I can explain where AND how focus, tension, conflict OR symbols were used in a drama about identity and its influences.	• I can explain where AND how focus, tension, conflict AND symbols were used in a drama about identity and its influences.	• I can explain in detail where AND how focus, tension, conflict and symbols were used in a drama about identity and its influences.
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CP6.7 Demonstrate increased skills and abilities in the use of voice and instruments.	<ul style="list-style-type: none"> I can prepare, rehearse, present, OR assess my own musical performances that demonstrate a few sounds and sound patterns. 	<ul style="list-style-type: none"> I can prepare, rehearse, present, and assess my own musical performances that demonstrate several sounds and sound patterns. 	<ul style="list-style-type: none"> I can prepare, rehearse, present, AND assess my own musical performances that demonstrate many sounds and sound patterns. 	<ul style="list-style-type: none"> I can prepare, rehearse , perform, AND assess my musical performances that demonstrate a wide variety of sounds and sound patterns.
	<ul style="list-style-type: none"> With help, I can personalize an existing piece of music (e.g. change the feel, style, or add an additional part). 	<ul style="list-style-type: none"> With guidance, I can personalize an existing piece of music (e.g. change the feel, style, or add an additional part). 	<ul style="list-style-type: none"> With minimal guidance, I can personalize an existing piece of music (e.g. change the feel, style, or add an additional part). 	<ul style="list-style-type: none"> On my own, I can personalize an existing piece of music (e.g. change the feel, style, or add an additional part).
	<ul style="list-style-type: none"> I need prompting to contribute ideas to developing performance criteria (e.g. clarity, unity, expression). 	<ul style="list-style-type: none"> I occasionally contribute ideas to developing performance criteria (e.g. clarity, unity, expression). 	<ul style="list-style-type: none"> I frequently contribute ideas to developing performance criteria (e.g. clarity, unity, expression). 	<ul style="list-style-type: none"> I almost always contribute ideas to developing performance criteria (e.g. clarity, unity, expression).
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CP6.8 Investigate and manipulate elements of music and principles of composition including repetition and variety.	<ul style="list-style-type: none"> I can pose a few questions to guide inquiry into how elements of music can be manipulated to create repetition and variety. 	<ul style="list-style-type: none"> I can pose several questions to guide inquiry into how elements of music can be manipulated to create repetition and variety. 	<ul style="list-style-type: none"> I can pose many questions to guide inquiry into how elements of music can be manipulated to create repetition and variety. 	<ul style="list-style-type: none"> I can pose a wide variety of questions to guide inquiry into how elements of music can be manipulated to create repetition and variety.
	<ul style="list-style-type: none"> I can create OR manipulate melodic phrases using repetition OR variety (e.g. rhythmic ostinatos, melodic or rhythmic patterns, silence). 	<ul style="list-style-type: none"> I can create AND manipulate melodic phrases using repetition OR variety (e.g. rhythmic ostinatos, melodic or rhythmic patterns, silence). 	<ul style="list-style-type: none"> I can create AND manipulate melodic phrases using repetition AND variety (e.g. rhythmic ostinatos, melodic or rhythmic patterns, silence). 	<ul style="list-style-type: none"> I can create AND manipulate many melodic phrases using repetition OR variety (e.g. rhythmic ostinatos, melodic or rhythmic patterns, silence).
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CP6.9 Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).	<ul style="list-style-type: none"> I can generate a few questions to investigate how musical style influences adolescents' identity. 	<ul style="list-style-type: none"> I can generate several questions to investigate how musical style influences adolescents' identity. 	<ul style="list-style-type: none"> I can generate many questions investigate how musical style influences adolescents' identity. 	<ul style="list-style-type: none"> I can generate a wide variety of questions to investigate how musical style influences adolescents' identity.
	<ul style="list-style-type: none"> I can identify a few ways that a musical composition I have selected expresses ideas about identity. 	<ul style="list-style-type: none"> I describe several ways that a few musical compositions I have selected express ideas about identity. 	<ul style="list-style-type: none"> I can explain with details several ways that several musical compositions I have selected express ideas about identity. 	<ul style="list-style-type: none"> I can compare, using specific details, how several musical compositions I have selected express ideas about identity.
	<ul style="list-style-type: none"> With help, I can collaborate on the creation of a sound composition that expresses a sense of identity. 	<ul style="list-style-type: none"> With guidance, I can collaborate on the creation of a sound composition that expresses a sense of identity. 	<ul style="list-style-type: none"> With minimal guidance, I can collaborate on the creation of a sound composition that expresses a sense of identity. 	<ul style="list-style-type: none"> Independently, I can collaborate on the creation of a sound composition that expresses a sense of identity.
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CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).	<ul style="list-style-type: none">I can create visual artwork about an aspect of identity.	<ul style="list-style-type: none">I can create visual artwork that expresses ideas about identity.	<ul style="list-style-type: none">I can create visual artwork that expresses ideas about identity and how it is influenced.	<ul style="list-style-type: none">I can create visual artworks that add a third component to the idea of identity, and I can explain the result.
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CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.	<ul style="list-style-type: none"> • With help, I develop parts of the message / topic of my artwork clearly. 	<ul style="list-style-type: none"> • I develop parts of the message / topic of my artwork clearly; my work needs detail. 	<ul style="list-style-type: none"> • I develop the message of my artwork clearly, with detail. 	<ul style="list-style-type: none"> • I develop the message of my artwork convincingly, with extensive detail.
	<ul style="list-style-type: none"> • I can select varied art forms, images, OR processes to express ideas about identity, some of which can be difficult to justify. 	<ul style="list-style-type: none"> • I can use varied art forms, images, OR processes to express ideas about identity, and I can justify most of them. 	<ul style="list-style-type: none"> • I can use varied, complex art forms, images, AND processes to express ideas about identity, and I can justify them. 	<ul style="list-style-type: none"> • I can use at least one varied art forms, images OR processes that has not been explicitly taught in class to express ideas about identity, and I can justify its use.
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CP6.12 Demonstrate increased skills and problem-solving abilities in a variety of visual art media.	• I can, with help , problem solve a few visual art challenges	• I can problem solve some visual art challenges.	• I can problem solve a variety of visual art challenges.	• I can problem solve a variety of challenges using different approaches.
	• I use a few visual art media.	• I show increased skill in a few visual art media.	• I show increased skill in a variety of visual art media.	• I continually reflect on my work and seek feedback to increase my skill in a variety of visual art media.
Comments				