



Arts Education Grade 2 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.
CP2.1 Create and connect dance phrases using ideas about community as stimuli (e.g., our school, community events, farm life, city life, cultural heritage).	<ul style="list-style-type: none"> I can explore movements for dance phrases. 	<ul style="list-style-type: none"> I can select some movements from my explorations to be used in dance phrases. 	<ul style="list-style-type: none"> I can select and connect movements from my explorations into dance phrases. 	<ul style="list-style-type: none"> My dance phrase with movements from my explorations is clearly connected, with a deeper meaning.
	<ul style="list-style-type: none"> I need help to create a beginning for my dance phrase. 	<ul style="list-style-type: none"> I can create a dance phrase that shows a either a clear beginning OR ending. 	<ul style="list-style-type: none"> I can create a dance phrase that has a clear beginning AND ending. 	<ul style="list-style-type: none"> I can create a few connected dance phrases that have a beginning AND ending.
	<ul style="list-style-type: none"> With help, I can show a few movement ideas using community as a starting point in a dance phrase. 	<ul style="list-style-type: none"> I can show a few movement ideas using community as a starting point in a dance phrase. 	<ul style="list-style-type: none"> I can show several movement ideas using community as a starting point in a dance phrase. 	<ul style="list-style-type: none"> I can show complex ideas using community as a starting point in a dance phrase.
Comments				



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CP2.2 Create and connect dance phrases using the elements of dance including: <ul style="list-style-type: none"> ○ actions (identify variety) ○ body (bases) ○ dynamics (move with varying speeds, duration, forces) ○ relationships (using own words, classify variety of relationships with partner or object such as above, below, beside) ○ space (straight or curved pathways or combinations). 	<ul style="list-style-type: none"> • I can explore movements for improvisation in a few ways. 	<ul style="list-style-type: none"> • I can explore and solve movement problems for improvisation in a few ways. 	<ul style="list-style-type: none"> • I can solve movement problems for improvisation in several different ways. 	<ul style="list-style-type: none"> • I can add movement improvisation to my own dance phrases.
	<ul style="list-style-type: none"> • With help, I can use a few locomotor movements, non-locomotor movements, speeds, OR forces in my dance phrases. 	<ul style="list-style-type: none"> • I can use many locomotor movements, non-locomotor movements, speeds, OR forces in my dance phrases. 	<ul style="list-style-type: none"> • I can use many locomotor movements, non-locomotor movements, speeds, AND forces in my dance phrases. 	<ul style="list-style-type: none"> • I can consistently use a wide variety of locomotor movements, non-locomotor movements, speeds, AND forces in my dance phrases.
	<ul style="list-style-type: none"> • I need help to explore and several dance elements: directions, levels, sizes, body shapes, OR pathways (SPACE). 	<ul style="list-style-type: none"> • I can identify some dance elements in my dance phrases: directions, levels, sizes, body shapes, OR pathways (SPACE). 	<ul style="list-style-type: none"> • I can identify a variety of dance elements in my dance phrases: directions, levels, sizes, body shapes, AND pathways (SPACE). 	<ul style="list-style-type: none"> • I can connect a variety of dance elements including directions, levels, sizes, body shapes, AND pathways, and include transitions.
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CP2.3 Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by local stories and songs, photographs of local people and places, or events from real or fictional communities).	Collaborate with others in role	<ul style="list-style-type: none"> I can receive ideas in role OR I can give related ideas back while in role with help. 	<ul style="list-style-type: none"> I can receive ideas in role OR I can give related ideas back while in role. 	<ul style="list-style-type: none"> I can receive ideas in role AND I can give related ideas back while in role. 	<ul style="list-style-type: none"> I can receive ideas in role and give related ideas back that further the drama in a believable direction while in role.
	Adopt roles	<ul style="list-style-type: none"> I can use my imagination to adopt a role or interact with other in a dramatic context with help. 	<ul style="list-style-type: none"> I can use my imagination to adopt a role OR interact with others in a dramatic context with reminders. 	<ul style="list-style-type: none"> I can willingly use my imagination to adopt a role AND interact with others in a dramatic context. 	<ul style="list-style-type: none"> I can willingly use my imagination to adopt a role AND interact with others in a believable way within a dramatic context.
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CP2.4 Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel play, journeys, meetings) and during periods of reflection.	Contribute ideas during drama strategies	<ul style="list-style-type: none"> I can contribute ideas during drama strategies with help. 	<ul style="list-style-type: none"> I can contribute ideas AND I can sometimes contribute relevant ideas during drama strategies with guidance. 	<ul style="list-style-type: none"> I can contribute relevant ideas during drama strategies with reminders. 	<ul style="list-style-type: none"> I contribute relevant ideas during drama strategies on my own.
	Contribute ideas during reflection periods	<ul style="list-style-type: none"> I can contribute ideas during reflection periods with help. 	<ul style="list-style-type: none"> I can contribute ideas and I can sometimes contribute relevant ideas during reflection periods with guidance. 	<ul style="list-style-type: none"> I can contribute relevant ideas during reflection periods with reminders. 	<ul style="list-style-type: none"> I can contribute relevant ideas during reflection periods on my own.
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CP2.5 Create sound compositions using communities as inspiration.	Inspiration and creation	<ul style="list-style-type: none"> • With help, I can create sound compositions that have some connection to my community. 	<ul style="list-style-type: none"> • I can create sound compositions that have a muddy connection to my community. 	<ul style="list-style-type: none"> • I can create sound compositions that have a clear connection to my community, and identify the connections. 	<ul style="list-style-type: none"> • I can create sound compositions that have clear connections to my community, and I can explain what those connections are.
	Decision-making	<ul style="list-style-type: none"> • I need help to make decisions about sounds, ideas, and order in creating a music expression. 	<ul style="list-style-type: none"> • I can make decisions about sounds, ideas, and order in creating a music expression. 	<ul style="list-style-type: none"> • I can explain my decisions about sounds, ideas, and order in creating a music expression. 	<ul style="list-style-type: none"> • I can defend my decisions about sounds, ideas, and order in creating a music expression.
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CP2.6 Create and perform music that demonstrates understanding of: <ul style="list-style-type: none"> ○ form (repetition and contrast) ○ beat (strong and weak beats/accents) and meter (2/4 and 4/4) ○ rhythm (create ostinati) ○ tempo (fast/slow paces) ○ dynamics (loud/soft) ○ pitch (high/low sounds) and pitch direction (moving up/down/staying the same) ○ texture (layers of sounds) ○ tone colour (variety). 	Form	<ul style="list-style-type: none"> • I can create my own works using repetition OR contrast. 	<ul style="list-style-type: none"> • I can create AND perform my own works using repetition OR contrast. 	<ul style="list-style-type: none"> • I can create AND perform my own works using repetition AND contrast. 	<ul style="list-style-type: none"> • I can create AND perform my own works using repetition AND contrast.
	Beat	<ul style="list-style-type: none"> • With help , I can keep a steady beat . 	<ul style="list-style-type: none"> • I can sometimes maintain a steady beat. 	<ul style="list-style-type: none"> • I can usually maintain a steady beat. 	<ul style="list-style-type: none"> • I consistently maintain a steady beat.
		<ul style="list-style-type: none"> • With help, I can show which beat gets the accent through a strong movement. 	<ul style="list-style-type: none"> • I can sometimes show which beat gets the accent through a strong movement. 	<ul style="list-style-type: none"> • I can usually show which beat gets the accent through a strong movement. 	<ul style="list-style-type: none"> • I can consistently show which beat gets the accent through a strong movement.
	Rhythm	<ul style="list-style-type: none"> • I can create a few musical rhythms with help. 	<ul style="list-style-type: none"> • I can create some musical rhythms with prompting. 	<ul style="list-style-type: none"> • I can create many musical rhythms. 	<ul style="list-style-type: none"> • I can create a wide variety of musical rhythms independently.
	Tempo	<ul style="list-style-type: none"> • I can sometimes tell the difference OR demonstrate the difference between a fast and slow pace. 	<ul style="list-style-type: none"> • I can frequently tell the difference OR demonstrate the difference between a fast and slow pace with help. 	<ul style="list-style-type: none"> • I can frequently tell the difference AND demonstrate the difference between a fast and slow pace. 	<ul style="list-style-type: none"> • I can almost always tell the difference AND demonstrate the difference between a fast and slow pace.
	Dynamics	<ul style="list-style-type: none"> • I can sometimes identify the differences in dynamics. 	<ul style="list-style-type: none"> • I can often identify the differences in dynamics. 	<ul style="list-style-type: none"> • I can almost always identify the I differences in dynamics. 	<ul style="list-style-type: none"> • I can always identify the differences in dynamics, including the subtle middle shades.



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	Pitch	• I can show high AND low sounds.	• I can create OR perform music that demonstrates high AND low sounds.	• I can create AND perform music that demonstrates high AND low sounds.	• I can connect high and low sounds to my environment.
		• I can show how pitch direction moves up and down.	• I can sometimes show how pitch direction moves up or down.	• I can show how pitch, direction moves up or down.	• I can describe how pitch moving up and down relates to sounds around me.
	Texture	• I can demonstrate layers of sound.	• With minimal guidance, I can create music with two or more layers of sound.	• I can create AND perform music that has two or more layers of sound.	• I can create AND perform music that has many layers of sound.
	Tone Colour	• I can demonstrate tone color.	• With minimal guidance, I can create music with tone color.	• I can create AND perform music with tone color.	• I can create AND perform music with a variety of tone color and explain the differences in the tone.
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CP2.7 Create visual art works that draw on observations and express ideas about own communities.	<ul style="list-style-type: none"> With help, I can use what I observe around me to develop my own ideas about communities in general visual art works. 	<ul style="list-style-type: none"> I can use what I observe around me to develop my own ideas about communities in general visual art works. 	<ul style="list-style-type: none"> I can use what I observe around me to develop my own ideas about communities in visual art works with details. 	<ul style="list-style-type: none"> I can use what I observe around me from different points of view to develop my own ideas about communities in visual art works with details.
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CP2.8 Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).	Forms	• I can create art works in a few forms (e.g. collage, drawing, painting, mobile, sculpture, traditional art).	• I can create art works in several forms (e.g. collage, drawing, painting, mobile, sculpture, traditional art).	• I can create art works in many forms (e.g. collage, drawing, painting, mobile, sculpture, traditional art).	• I can create art works in a wide variety of forms (e.g. collage, drawing, painting, mobile, sculpture, traditional art).
	Media	• I can create art works in a few media (e.g. paper, found objects, paint, crayons).	• I can create art works in several media (e.g. paper, found objects, paint, crayons).	• I can create art works in many media (e.g. paper, found objects, paint, crayons).	• I can create art works in a wide variety of media (e.g. paper, found objects, paint, crayons).
	Concepts: • line, shape, texture, and patterns • secondary colors	• I can sort combinations of lines, shapes, textures, and patterns in my art work AND use a few of them in my art work.	• I can sort lines, shapes, textures, and patterns in my art work AND use several of them in my art work.	• I can use lines, shapes, textures, AND patterns in my art work.	• I can use a wide variety of lines, shapes, textures, AND patterns in my own art work, and explain my choices.
		• I know how to create secondary colours OR I use secondary colours in my artwork.	• I know how to create secondary colours AND I use secondary colours in my artwork.	• I know how to create secondary colours AND different values of secondary colours AND I use secondary colours AND their values in my artwork.	• I create secondary colours with different values , AND shades , and I use secondary colours with different values and shades in my artwork.
Comments					