



Arts Education Grade 9 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.
CP9.1 Create dance compositions that express perspectives and raise awareness about a topic of concern to youth.	<ul style="list-style-type: none"> I can ask key questions that express perspectives and raise awareness about a topic of concern to youth, AND carry out research to answer some of them. 	<ul style="list-style-type: none"> I can ask key questions that express perspectives and raise awareness about a topic of concern to youth, 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 that express perspectives and raise awareness about a topic of concern to youth, 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"> With help, I can identify movements in my dance composition that express perspectives and raise awareness about a topic of concern to youth. 	<ul style="list-style-type: none"> I can identify movements in my dance composition that express perspectives and raise awareness about a topic of concern to youth. 	<ul style="list-style-type: none"> I can explain how the movement choices in my dance composition express perspectives and raise awareness about a topic of concern to youth. 	<ul style="list-style-type: none"> I can explain how the sequence of movements, including transitions, in my dance composition express perspectives and raise awareness about a topic of concern to youth.
	<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.
Comments				



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CP9.2 Investigate and use choreographic processes (e.g., individual and collaborative choreography).	<ul style="list-style-type: none"> I need help to represent, individually OR with peers, how dance elements OR principles of composition work together to express ideas in our own dances. 	<ul style="list-style-type: none"> I can represent, individually OR with peers, how dance elements OR principles of composition work together to express ideas in our own dances. 	<ul style="list-style-type: none"> I can represent, individually AND with peers, how dance elements AND principles of composition work together to express ideas in our own dances. 	<ul style="list-style-type: none"> I can represent, individually AND with peers, how dance elements AND principles of composition work together to express ideas in our own dances AND in dances choreographed by others.
	<ul style="list-style-type: none"> I can explain what focus is. 	<ul style="list-style-type: none"> I can demonstrate the expressive use of focus individually, in pairs, OR in groups. 	<ul style="list-style-type: none"> I can demonstrate the expressive use of focus individually, in pairs, AND in groups. 	<ul style="list-style-type: none"> I can critique the use of focus individually, in pairs, AND in groups, in a variety of dance works.
	<ul style="list-style-type: none"> I can identify the use of design OR technology, in dance compositions. 	<ul style="list-style-type: none"> I can use design OR technology, where possible, in the choreographic process. 	<ul style="list-style-type: none"> I can use design AND technology, where possible, in the choreographic process. 	<ul style="list-style-type: none"> I can critique the use of design AND technology in dance compositions.
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CP9.3 Choreograph duo or small group work.	<ul style="list-style-type: none"> I can generate ideas for movement exploration and development in duo and small group collaboration, with help. 	<ul style="list-style-type: none"> I can generate ideas for movement exploration and development in duo and small group collaboration. 	<ul style="list-style-type: none"> I can generate ideas for movement exploration and development AND organize them into a usable form, in duo and small group collaboration. 	<ul style="list-style-type: none"> I can generate ideas for movement exploration and development in duo and small group collaboration, AND play a pivotal role in the group's organizing them into a usable form.
	<ul style="list-style-type: none"> I can make a few decisions about my own actions in the choreographic process (e.g. offering ideas in collaboration; striving for proper body alignment; repeating movement phrases and sequences; working for accuracy and expression during development, rehearsal, and sharing of work). 	<ul style="list-style-type: none"> I can lead from the quality of my own actions (e.g. offering ideas in collaboration; striving for proper body alignment; repeating movement phrases and sequences; working for accuracy and expression during development, rehearsal, and sharing of work). 	<ul style="list-style-type: none"> I can demonstrate leadership as a choreographer (e.g. offering ideas and guidance to dancers; encouraging proper body alignment; supporting small group repetition of movement phrases and sequences; encouraging accuracy and expression during development, rehearsal, and sharing of work). 	<ul style="list-style-type: none"> I can manage a choreographic process in duo or small group work.
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CP9.4 Demonstrate how roles may be developed and how dramatic characters communicate meaning to an audience.	Develop roles	• I can use research OR analysis to develop a role, with help.	• I can use research OR analysis to develop a role.	• I can use research AND analysis to develop a detailed role.	• I can use research AND analysis to develop a complex role.
		• With help , I can select ideas from my analysis of various roles and their interactions to build a role.	• I can select ideas from my analysis of various dramatic roles and their interactions to build a role.	• I can select AND apply ideas from my analysis of various dramatic roles and their interactions to develop a detailed role.	• I can select AND apply ideas from my analysis of various dramatic roles and their interactions to develop a complex role with many details.
		• I can use interaction with others to develop a role, with help.	• I can use interaction with others OR improvisation to develop a role.	• I can use interaction with others AND improvisation to develop a detailed role.	• I can use interaction with others AND improvisation to develop a complex role with details.
	Communicate meaning to audience	• I can give examples of how meaning is communicated between characters on stage, with help.	• I can give examples of how meaning is communicated between characters on stage.	• I can explain how meaning is communicated between characters on stage.	• I can explain, using specific examples, various ways that meaning is communicated between characters on stage.



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		<ul style="list-style-type: none"> • With help, I can use language OR drama strategies OR drama elements to communicate meaning to an audience. 	<ul style="list-style-type: none"> • I can use language OR drama strategies OR drama elements to communicate meaning to an audience. 	<ul style="list-style-type: none"> • I can use language, drama strategies AND drama elements to communicate meaning to an audience. 	<ul style="list-style-type: none"> • I can use a combination of language, drama strategies and elements to communicate meaning to an audience clearly and effectively .
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CP9.5 Manipulate drama strategies and theatrical elements (e.g., story, character, design, space) to achieve dramatic purpose.	<ul style="list-style-type: none"> With help, I can manipulate a few drama strategies (e.g. focus, tension, contrast, symbols) OR a few theatrical elements (e.g. lighting, set, costume, sound design) in collaboration with others to achieve a specific dramatic purpose. 	<ul style="list-style-type: none"> I can manipulate a few drama strategies (e.g. focus, tension, contrast, symbols) OR a few theatrical elements (e.g. lighting, set, costume, sound design) in collaboration with others to achieve a specific dramatic purpose. 	<ul style="list-style-type: none"> I can manipulate several drama strategies (e.g. focus, tension, contrast, symbols) AND several theatrical elements (e.g. lighting, set, costume, sound design) in collaboration with others to achieve a specific dramatic purpose. 	<ul style="list-style-type: none"> I can manipulate many drama strategies (e.g. focus, tension, contrast, symbols) AND many theatrical elements (e.g. lighting, set, costume, sound design) in collaboration with others to achieve a specific dramatic purpose.
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CP9.6 Express perspectives and raise awareness about a topic of concern to youth in a collective creation.	Foundational ideas	<ul style="list-style-type: none"> I can use research or personal analysis OR peer interaction to develop an understanding of a topic that is of concern to youth in a collective creation, with guidance. 	<ul style="list-style-type: none"> I can use research or personal analysis OR peer interaction to develop an understanding of a topic that is of concern to youth in a collective creation. 	<ul style="list-style-type: none"> I can use research, personal analysis AND peer interaction to develop an understanding of a topic that is of concern to youth in a collective creation. 	<ul style="list-style-type: none"> I can use extensive research, detailed personal analysis AND peer interaction to develop an deep understanding of a topic that is of concern to youth in a collective creation.
		<ul style="list-style-type: none"> I can generate limited ideas about how a collective creation can best raise awareness of a specific topic, with help. 	<ul style="list-style-type: none"> I can generate limited ideas about how a collective creation can best raise awareness of a specific topic. 	<ul style="list-style-type: none"> I can regularly generate ideas about how a collective creation can best raise awareness of a specific topic. 	<ul style="list-style-type: none"> I can regularly generate a variety of relevant ideas about how a collective creation can best raise awareness of a specific topic.
	Process	<ul style="list-style-type: none"> I can use my knowledge of drama in a few areas (e.g. strategies and elements, theatrical elements, role and characterization, theatrical forms OR genres) to contribute to a collective drama creation that will express the perspective and raise awareness 	<ul style="list-style-type: none"> I can use my knowledge of drama in several areas (e.g. strategies and elements, theatrical elements, role and characterization, theatrical forms OR genres) to contribute to a collective drama creation that will express the perspective and raise awareness 	<ul style="list-style-type: none"> I can use knowledge of drama in many areas (e.g. strategies and elements, theatrical elements, role and characterization, theatrical forms OR genres) to contribute to a collective drama creation that will express the perspective and raise awareness 	<ul style="list-style-type: none"> I can use my knowledge of drama in a wide variety of areas (e.g. strategies and elements, theatrical elements, role and characterization, theatrical forms AND genres) to contribute to a collective drama creation that will express the perspective and raise awareness about a topic



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		about a topic of concern to youth.	about a topic of concern to youth.	about a topic of concern to youth.	of concern to youth.
	Collaboration and negotiation in process	<ul style="list-style-type: none"> I can need reminders to collaborate AND assist in negotiation that leads to consensus about a topic and how it will be presented dramatically. 	<ul style="list-style-type: none"> I can usually collaborate AND assist in negotiation that leads to consensus about a topic and how it will be presented dramatically. 	<ul style="list-style-type: none"> I can almost always collaborate AND assist in negotiation that leads to consensus about a topic and how it will be presented dramatically. 	<ul style="list-style-type: none"> I can demonstrate leadership to enhance the collaboration and negotiation that leads to consensus about a topic and how it will be presented dramatically.
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CP9.7 Use voice, instruments, and technologies to express musical ideas.	<ul style="list-style-type: none"> I can adequately prepare, rehearse OR perform my structured compositions for select audiences, with direction. 	<ul style="list-style-type: none"> I can adequately prepare, rehearse OR perform my structured compositions OR improvisations for select audiences. 	<ul style="list-style-type: none"> I can adequately prepare, rehearse, AND perform my structured compositions OR improvisations for select audiences. 	<ul style="list-style-type: none"> I can meticulously prepare, rehearse, and perform my compositions and improvisations for any audience.
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CP9.8 Combine the elements of music and principles of composition to express unified musical ideas.	<ul style="list-style-type: none"> I can use a few elements of music (e.g. tempo, rhythm, melody, harmonic structure, tonality, dynamics, color, texture, silence) OR a few principles of composition (e.g. tension, resolution, balance, unity) to express musical ideas. 	<ul style="list-style-type: none"> I can use several elements of music (e.g. tempo, rhythm, melody, harmonic structure, tonality, dynamics, color, texture, silence) AND a few principles of composition (e.g. tension, resolution, balance, unity) to express musical ideas. 	<ul style="list-style-type: none"> I can use many elements of music (e.g. tempo, rhythm, melody, harmonic structure, tonality, dynamics, color, texture, silence) AND many principles of composition (e.g. tension, resolution, balance, unity) to express unified musical ideas. 	<ul style="list-style-type: none"> I can integrate many elements of music (e.g. tempo, rhythm, melody, harmonic structure, tonality, dynamics, color, texture, silence) AND many principles of composition (e.g. tension, resolution, balance, unity) into a unified whole, AND explain the interplay.
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CP9.9 Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth.	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations to express perspectives and raise awareness about a topic of concern to youth, with help, respecting several of the co-constructed criteria. 	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations to express perspectives and raise awareness about a topic of concern to youth, with some guidance, respecting many of the co-constructed criteria. 	<ul style="list-style-type: none"> I can create my own sound compositions, song lyrics, OR improvisations to express perspectives and raise awareness about a topic of concern to youth, respecting almost all the co-constructed criteria. 	<ul style="list-style-type: none"> I can create AND perform my own sound compositions, with improvisation, to express perspectives and raise awareness about a topic of concern to youth, respecting all the co-constructed criteria.
	<ul style="list-style-type: none"> I can adequately prepare, rehearse OR perform my structured compositions for select audiences, with direction, respecting several of the co-constructed criteria. 	<ul style="list-style-type: none"> I can adequately prepare, rehearse OR perform my structured compositions OR improvisations for select audiences, respecting many of the co-constructed criteria. 	<ul style="list-style-type: none"> I can adequately prepare, rehearse, AND perform my structured compositions OR improvisations for select audiences, respecting almost all the co-constructed criteria. 	<ul style="list-style-type: none"> I can meticulously prepare, rehearse, and perform my compositions and improvisations for any audience, respecting all the co-constructed criteria.
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CP9.10 Create visual art works to express perspectives and raise awareness about a topic of concern to youth.	<ul style="list-style-type: none"> I can identify a few key aspects of one topic of concern to youth. 	<ul style="list-style-type: none"> I can identify a few key aspects of a few topics of concern to youth. 	<ul style="list-style-type: none"> I can identify several key aspects of a few topics of concern to youth. 	<ul style="list-style-type: none"> I can describe in detail several key aspects of a few a few topics of concern to youth.
	<ul style="list-style-type: none"> I can create visual artworks that have a connection to a topic of concern to youth, and respect several co-constructed criteria. 	<ul style="list-style-type: none"> I can create visual artworks that illustrate perspectives and raise awareness about a topic of concern to youth, and respect many co-constructed criteria. 	<ul style="list-style-type: none"> I can create visual artworks that express perspectives and raise awareness about a topic of concern to youth, and respect almost all co-constructed criteria. 	<ul style="list-style-type: none"> I can create motivational or inspirational visual artworks that express perspectives and raise awareness about a topic of concern to youth, and respect all co-constructed criteria.
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CP9.11 Select and use appropriate forms, technologies, images, and art-making processes to convey ideas about a topic of concern to youth.	<ul style="list-style-type: none"> I can brainstorm ideas about a topic of concern to youth. 	<ul style="list-style-type: none"> I can choose an idea connected to a topic of concern to youth. 	<ul style="list-style-type: none"> I can develop an idea about a topic of concern to youth. 	<ul style="list-style-type: none"> I can develop, in detail, an idea about a topic of concern to youth.
	<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 conveying ideas about a topic of concern to youth. 	<ul style="list-style-type: none"> I can use several visual art forms, images, OR art-making processes in conveying ideas about a topic of concern to youth. 	<ul style="list-style-type: none"> I can use several visual art forms, images, AND art-making processes in conveying ideas about a topic of concern to youth. 	<ul style="list-style-type: none"> I can use a variety of visual art forms, images, AND art-making processes in conveying ideas about a topic of concern to youth.
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CP8.12 Solve visual art problems in new and unfamiliar ways.	<ul style="list-style-type: none"> I can solve visual art challenges using techniques that have been taught in class. 	<ul style="list-style-type: none"> I can solve visual art challenges and problems in ways that are new and unfamiliar to me. 	<ul style="list-style-type: none"> I can solve visual art challenges and problems in innovative ways (e.g. imaginative use of point of view, perspective, colour theory, proportion, exaggeration, distortion). 	<ul style="list-style-type: none"> I can constantly take risks, and look for innovative ways (e.g. imaginative use of point of view, perspective, colour theory, proportion, exaggeration, distortion) to solve visual art challenges and problems.
Comments				