



Arts Education Grade 3 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 <b>achieve the outcome.</b>	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.
<b>CP3.1</b> <b>Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.</b>	<ul style="list-style-type: none"> <li>• I <b>need help</b> generating movement ideas based on the environment as my starting point.</li> </ul>	<ul style="list-style-type: none"> <li>• I can generate <b>some</b> movement ideas based on the environment as my starting point.</li> </ul>	<ul style="list-style-type: none"> <li>• I can generate <b>several</b> movement ideas based on the environment as my starting point.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>generate several deeper meaning movement ideas</b> based on the environment as my starting point.</li> </ul>
	<ul style="list-style-type: none"> <li>• I <b>need help</b> to identify dance movements that work the best in my dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>sometimes</b> identify dance movements that work the best in my dance phrases</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>often</b> identify dance movements that work the best in my dance phrases, <b>AND</b> explain why.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>always</b> identify dance movements that work the best in my dance phrases, <b>AND</b> explain why, <b>AND</b> I work to refine those movements.</li> </ul>
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<b>CP3.2</b> <b>Create dance phrases and sequences that demonstrate understanding of the elements of dance including:</b> <ul style="list-style-type: none"> <li>○ <b>actions</b> (five basic jumps)</li> <li>○ <b>body</b> (zones and areas)</li> <li>○ <b>dynamics</b> (extremes of speed, duration, varying forces)</li> <li>○ <b>relationships</b> (range)</li> <li>○ <b>space</b> (create and recall combinations of pathways and directions).</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>need help</b> to apply my knowledge of a <b>few</b> elements in a dance phrase, including action, dynamics, body, space, <b>OR</b> relationships in a dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply knowledge of <b>some</b> elements including action, dynamics, body, space, <b>OR</b> relationships in a dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply knowledge of <b>most</b> of the dance elements including actions, body, dynamics, a range of relationships <b>OR</b> space in a dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• I apply knowledge of <b>all</b> the dance elements in a dance phrase, including action, body, a range of relationships, space, <b>AND</b> a deep understanding of dynamics/energy (e.g. using <b>both</b> strong and light in a dance phrase).</li> </ul>
	<ul style="list-style-type: none"> <li>• I <b>need help</b> to create movements that demonstrate an understanding of <b>at least one</b> of the following: dynamics/energy, including speed (fast/slow), duration (short/long), <b>OR</b> varying forces (strong/light, sudden/sustained) in a dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create movements that demonstrate an understanding of <b>most</b> of the following: dynamics/energy, including speed (fast/slow), duration (short/long), <b>OR</b> varying forces (strong/light, sudden/sustained) in a dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create movements that demonstrate an <b>understanding of ALL of the following: dynamics/energy, including speed (fast/slow), duration (short/long), AND varying forces (strong/light, sudden/sustained) in a dance phrase.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can create dance phrases that <b>demonstrate a deeper understanding of energy</b> by using a <b>variation</b> in energy inside the dance phrase.</li> </ul>



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	<ul style="list-style-type: none"> <li>I <b>need help</b> connecting dance phrases into a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>occasionally</b> build my dance phrase into a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>build my dance phrases into a sequence.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can build my dance phrases into <b>intensive sequences</b> that I <b>share with an audience.</b></li> </ul>
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<b>CP3.3</b> Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration.	Maintain a role throughout a dramatic episode	<ul style="list-style-type: none"> <li>I can maintain my role for <b>some</b> of a dramatic episode <b>with reminders.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can maintain my role for <b>some</b> of a dramatic episode.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>maintain my role throughout an entire dramatic episode.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can maintain my role <b>throughout more than one dramatic episode.</b></li> </ul>
	Respond appropriately in role	<ul style="list-style-type: none"> <li>I can respond to others in role <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>respond to others in role.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>respond appropriately to others while in role.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can respond appropriately to others while in role <b>in a way that furthers the drama by giving ideas back.</b></li> </ul>
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CP3.4 Use imagination, a variety of drama strategies, and reflection to further the drama's development.	Imagination	• I can use my imagination to help develop or extend a drama activity <b>with help.</b>	• I can use my imagination to help develop <b>OR</b> extend a drama activity.	• I can use my imagination to help develop <b>AND</b> extend a drama activity.	• I can use my imagination to help develop and extend a <b>drama activity in a believable way.</b>
	Drama strategies	• I can apply a drama strategy to further the drama's development <b>with help.</b>	• I can apply <b>ONE</b> drama strategy to further the drama's development.	• I can apply <b>a few</b> drama strategies to further the drama's development.	• I can apply <b>multiple</b> drama strategies to further the drama's development.
	Reflection	• I can <b>identify</b> a few strengths <b>OR</b> shortcomings in a drama.	• I can <b>describe a few</b> strengths <b>AND</b> shortcomings in a drama.	• I can <b>use the strengths OR shortcomings</b> in a drama to further the drama's development.	• I can use the strengths <b>AND</b> shortcomings to further a drama's development.
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CP3.5 Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment (e.g., natural, constructed, imagined) as inspiration.	Melodic phrases	<ul style="list-style-type: none"> <li>I can express ideas (in simple melodic phrases) about my environment using sound objects <b>OR</b> instruments <b>with much assistance.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can express ideas (in <b>simple</b> melodic phrases) about my environment using sound objects <b>AND</b> instruments <b>with prompting.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can express ideas (in melodic phrases) about my environment using sound objects <b>AND</b> instruments.</li> </ul>	<ul style="list-style-type: none"> <li>I can express ideas (in <b>simple and complex melodic phrases</b>) about my environment using sound objects <b>AND</b> instruments.</li> </ul>
	Colour	<ul style="list-style-type: none"> <li>I can add a little colour to my composition by experimenting with voice, instruments, dynamics and tempo with help from my teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I add colour to my composition by experimenting with <b>some</b> of the following: voice, instruments, dynamics <b>OR</b> tempo.</li> </ul>	<ul style="list-style-type: none"> <li>I can add colour to my composition by experimenting with many of the following: voice, instruments, dynamics <b>AND</b> tempo.</li> </ul>	<ul style="list-style-type: none"> <li>I can add a colour to my composition by including combinations of voice, instruments, dynamics <b>AND</b> tempo.</li> </ul>
	Voice	<ul style="list-style-type: none"> <li>I seldom sing on pitch.</li> <li>I need help to sing with rhythmic accuracy <b>OR</b> expression.</li> <li><b>Someone has to tell me to correct what I am doing</b> and help me change it.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>sometimes</b> sing on pitch.</li> <li>I can sing with rhythmic accuracy <b>OR</b> expression.</li> <li>I can correct myself if <b>someone shows me what to do.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>usually</b> sing on pitch.</li> <li>I <b>usually</b> sing with rhythmic accuracy <b>AND</b> expression.</li> <li>I can correct <b>when prompted.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>consistently</b> sing on pitch.</li> <li>I <b>consistently</b> sing with rhythm accuracy <b>AND</b> expression.</li> <li>I can self-correct.</li> </ul>



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	Notation	<ul style="list-style-type: none"> <li>I can notate <b>some</b> phrases of my own compositions in drawings <b>OR</b> invented notation, <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can notate <b>most</b> phrases of my own compositions in drawings, invented notation <b>OR</b> traditional notation.</li> </ul>	<ul style="list-style-type: none"> <li>I can notate <b>all of</b> my own compositions in drawings, invented notation <b>OR</b> traditional notation.</li> </ul>	<ul style="list-style-type: none"> <li>I can notate my own compositions in drawings or invented notation, <b>AND</b> some traditional notation <b>in an organized, shareable way.</b></li> </ul>
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<b>CP3.6</b> <b>Create and perform music (vocal and instrumental) that demonstrates knowledge of:</b> <ul style="list-style-type: none"> <li>○ <b>form</b> (repeated or contrasting phrases: call/response, question/answer, rounds)</li> <li>○ <b>rhythm</b> (interplay of beat, tempo, and patterns of duration)</li> <li>○ <b>pitch</b> (combining pitch and rhythm to form melody)</li> <li>○ <b>dynamics</b> (levels of loud/soft)</li> <li>○ <b>texture</b> (combining and layering sounds)</li> <li>○ <b>tone colour</b> (differentiate).</li> </ul>	Form	<ul style="list-style-type: none"> <li>• I can recognize repeated or contrasting phrases (call/response, question/answer, round) in music <b>only with teacher direction.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>occasionally</b> recognize repeated <b>OR</b> contrasting phrases (call/response, question/answer, round) in music <b>with prompting.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>frequently</b> recognize <b>AND</b> perform repeated or contrasting phrases (call/response, question/answer, round) in music.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>consistently AND</b> perform recognize repeated or contrasting phrases (call/response, question/answer, round) in music.</li> </ul>
		<ul style="list-style-type: none"> <li>• I can <b>imitate</b> rhythmic phrases in 2/4 and 4/4 time <b>with direction.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can imitate <b>OR</b> create rhythmic phrases in 2/4 and 4/4 time <b>with prompting.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can imitate <b>AND</b> create rhythmic phrases in 2/4 and 4/4 time.</li> </ul>	<ul style="list-style-type: none"> <li>• I can imitate <b>AND</b> create <b>a variety of</b> rhythmic phrases in 2/4 and 4/4 time.</li> </ul>
	Rhythm	<ul style="list-style-type: none"> <li>• I can <b>occasionally</b> create <b>OR</b> perform rhythm patterns using a <b>few notes</b> of different duration (e.g. eighth, quarter, half, whole, triplet) with teacher direction.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>occasionally</b> create <b>OR</b> perform rhythm patterns using <b>several</b> notes of a different duration (e.g. eighth, quarter, half, whole, triplet) <b>with teacher prompting.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can frequently create <b>AND</b> perform rhythm patterns using <b>many</b> notes of different duration (e.g. eighth, quarter, half, whole, triplet).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>consistently</b> create <b>AND</b> perform rhythm patterns using <b>a variety of notes</b> of different duration (e.g. eighth, quarter, half, whole, triplet).</li> </ul>
		<ul style="list-style-type: none"> <li>• I can create <b>OR</b> perform music in a few tempos <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can create <b>OR</b> perform music in a <b>few different</b> tempos <b>with prompting.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can create <b>AND</b> perform music in <b>several different</b> tempos.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create <b>AND</b> perform music in a <b>variety of</b> tempos.</li> </ul>





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	Pitch	<ul style="list-style-type: none"> <li>I can combine pitch and basic rhythm patterns to create a melody <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can combine pitch and <b>simple rhythm patterns</b> to create a melody.</li> </ul>	<ul style="list-style-type: none"> <li>I can combine pitch and <b>more advanced rhythm patterns</b> to create a melody.</li> </ul>	<ul style="list-style-type: none"> <li>I can combine pitch and <b>complex rhythm patterns</b> to create a melody .</li> </ul>
	Dynamics	<ul style="list-style-type: none"> <li>I can demonstrate dynamics in my speech <b>OR</b> music <b>with direction.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>frequently</b> demonstrate dynamics in my speech <b>OR</b> music.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>almost always</b> demonstrate dynamics in my speech <b>AND</b> music.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>always</b> demonstrate dynamics in my speech <b>AND</b> music.</li> </ul>
	Texture	<ul style="list-style-type: none"> <li>I can combine <b>OR</b> layer two sounds in my music with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can combine <b>OR</b> layer <b>a few sounds</b> in my music <b>with prompting.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can combine <b>AND layer</b> a few sounds in my music in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can combine <b>AND</b> layer a few sounds in my music in <b>a variety of ways.</b></li> </ul>
	Tone colour	<ul style="list-style-type: none"> <li>I can differentiate <b>OR</b> express the differences between the timbre of instruments, <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>occasionally</b> differentiate <b>OR</b> express the differences between the timbre of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>frequently</b> differentiate <b>AND</b> express the differences between the timbre of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>almost always</b> differentiate <b>AND</b> express the differences between the timbre of instruments.</li> </ul>
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<b>CP3.7</b> <b>Create visual art works that express ideas about the natural, constructed, and imagined environments.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>discover</b> ideas about the natural, constructed, <b>OR</b> imagined environments for use in my art works.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>choose</b> from the ideas I discover about the natural, constructed, <b>OR</b> imagined environments <b>and use them in my art works.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>develop details around ideas I select</b> about the natural, constructed, <b>OR</b> imagined environments <b>and use them in my art works.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>develop details around ideas I select</b> about the natural, constructed, <b>OR</b> imagined environments <b>and explain how I have used them in my art works.</b></li> </ul>
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CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects).	Concepts	<ul style="list-style-type: none"> <li>I can, <b>with help</b>, create artwork that <b>demonstrates a few</b> of the following elements: line, colour, texture, <b>OR</b> shape.</li> </ul>	<ul style="list-style-type: none"> <li>I can create artwork that <b>demonstrates some</b> of the following elements: line, colour, texture, <b>OR</b> shape.</li> </ul>	<ul style="list-style-type: none"> <li>I can create artwork that <b>demonstrates all</b> of the following elements: line, colour, texture, <b>AND</b> shape.</li> </ul>	<ul style="list-style-type: none"> <li>I can create artwork that <b>demonstrates all</b> of the following elements: line, colour, texture, <b>AND</b> shape, <b>AND</b> I can explain my reasoning.</li> </ul>
		<ul style="list-style-type: none"> <li>I can <b>demonstrate a colour's value.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>demonstrate ways to change a colour's value by adding white or black.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>demonstrate ways to change a colour's value by adding white or black, and apply that knowledge to my artwork.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate ways to change a colour's value by adding white or black, and <b>explain my decisions to use the technique in my art work.</b></li> </ul>
	Forms	<ul style="list-style-type: none"> <li><b>With help</b>, I can use a <b>few</b> different forms (e.g. drawing, sculpture) in my art work.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a <b>few</b> different forms (e.g. drawing, sculpture) my art work.</li> </ul>	<ul style="list-style-type: none"> <li>I can use <b>several</b> different forms (e.g. drawing, sculpture) in my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a <b>variety of</b> different forms (e.g. drawing, sculpture) in my artwork.</li> </ul>
		<ul style="list-style-type: none"> <li>I can identify <b>AND use many</b> 2-D (circles, squares, triangles, and rectangles) in my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify <b>AND use some</b> 2-D (circles, squares, triangles, and rectangles), <b>OR</b> 3-D (cubes, cylinders, and spheres) shapes in my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify <b>AND use many</b> 2-D (circles, squares, triangles, and rectangles), <b>AND</b> 3-D (cubes, cylinders, and spheres) shapes in my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify <b>AND use a wide variety of</b> 2-D (circles, squares, triangles, and rectangles), <b>AND</b> 3-D (cubes, cylinders, and spheres) shapes in my artwork, and <b>explain why I think they are effective.</b></li> </ul>



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	Media	• With help, I can create art works in a few different media (pencils, pastels, found objects).	• I can create art works in a few different media (pencils, pastels, found objects).	• I can create art works in several different media (pencils, pastels, found objects).	• I can create art works in a variety of different media (pencils, pastels, found objects).
Comments					