

K-1

Dance

Creation and Composition

<i>move expressively to a variety of sounds and music</i>			
<i>create movements that represent patterns, characters, and other aspects of their world</i>			

Dance and Society

<i>demonstrate an awareness of a variety of dances that exist</i>			
<i>demonstrate an awareness of a variety of reasons why people dance</i>			

Elements of Movement

<i>move safely in both personal and general space</i>			
<i>move in a variety of levels, pathways, and directions, using a variety of body shapes</i>			
<i>move in time to a steady beat</i>			
<i>demonstrate an ability to balance in locomotor and non-locomotor movements</i>			

Presentation and Performance

<i>demonstrate a willingness to perform dance</i>			
<i>demonstrate respect for the contributions of others</i>			
<i>demonstrate an awareness of appropriate performance skills and audience etiquette</i>			

Drama

Context

<i>demonstrate a willingness to participate in drama activities that explore the roles of community members</i>			
<i>demonstrate an awareness of drama from a variety of cultures</i>			
<i>demonstrate appropriate audience skills</i>			

Drama Skills

<i>use vocal elements (high-low, loud-soft), when developing roles</i>			
<i>demonstrate an awareness of a variety of movements used to express an idea, mood, or role</i>			
<i>retell known stories in correct sequence</i>			
<i>identify appropriate environments for a dramatic work</i>			

Exploration and Imagination

<i>demonstrate a willingness to express their feelings and ideas</i>			
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Fine Arts K to 7

Introduced Met Completed

<i>demonstrate respect for the contributions of others</i>			
<i>describe their response to a dramatic work</i>			
<i>demonstrate a willingness to work co-operatively</i>			

Music

Context

<i>demonstrate a willingness to participate in music experiences</i>			
<i>identify appropriate audience and performance skills</i>			
<i>demonstrate respect for the contributions of others</i>			
<i>demonstrate an awareness of historical and cultural contexts of music</i>			
<i>demonstrate an awareness of a variety of purposes for music</i>			
<i>demonstrate a willingness to experience music from a variety of historical and cultural contexts</i>			

Structure

<i>respond to beat in music</i>			
<i>perform rhythmic patterns from classroom repertoire</i>			
<i>maintain a repeated rhythmic pattern in a simple texture</i>			
<i>demonstrate an awareness of rhythmic phrases in classroom music</i>			
<i>identify form in terms of repetition and unity of rhythmic patterns</i>			
<i>use symbols to represent simple rhythmic patterns</i>			
<i>identify changes in pitch and melodic direction</i>			
<i>use singing skills to reproduce melodies</i>			
<i>distinguish one melody from another</i>			
<i>identify melodic phrases in classroom repertoire</i>			

Thoughts, Images, and Feelings

<i>represent personal thoughts, images, and feelings experienced in classroom repertoire</i>			
<i>identify elements of expression that evoke thoughts, images, and feelings</i>			

Visual Arts

Context

<i>demonstrate an awareness that images come from a variety of contexts</i>			
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Fine Arts K to 7

Introduced Met Completed

demonstrate an awareness that particular images have personal value			
demonstrate an awareness that there are reasons for preferences in artworks			
demonstrate an awareness that people make and use art			
demonstrate respect for the work of self and others			
create images: - in response to objects and other images they have experienced			
demonstrate a willingness to display individual and group artworks			

Image-Development and Design Strategies

identify a variety of image sources, their own and others			
describe the many forms that images take			
suggest purposes for a variety of images			
demonstrate an awareness that an image can be an original artwork or a reproduction			
use feelings, observation, memory, and imagination as sources for images			
make 2-D and 3-D images: - using a variety of design strategies, including elaboration and magnification			

Materials, Technologies, and Processes

demonstrate an awareness that a variety of materials, tools, equipment, and processes can be used to create images			
demonstrate an awareness of safety and environmental considerations in the use of materials, tools, equipment, and processes			
use appropriate vocabulary to identify materials, tools, equipment, and processes used to create images			
use a variety of materials, tools, equipment, and processes to make images			
demonstrate a willingness to explore a range of materials, tools, equipment, and processes			
demonstrate care of the materials, tools, and equipment they use			

Visual Elements and Principles of Art and Design

identify the elements of colour, shape, line, and texture, and the principle of pattern in images and in their environment			
demonstrate recognition of the expressive qualities of individual visual elements			
suggest reasons for the use of elements and principles in their work			
create images emphasizing one or more elements and principles			

2-3

Dance

Creation and Composition

<i>move expressively to a variety of sounds and music</i>			
<i>create movement sequences based on patterns, characters, and stories</i>			

Dance and Society

<i>identify similarities and differences between dances</i>			
<i>describe a variety of reasons why people dance</i>			

Elements of Movement

<i>move safely in both personal and general space</i>			
<i>move in a variety of levels, pathways, and directions, using a variety of body shapes</i>			
<i>move in time to a variety of rhythms, metres, and tempos</i>			
<i>demonstrate balance in movements</i>			

Presentation and Performance

<i>demonstrate a willingness to rehearse and perform dance</i>			
<i>demonstrate respect for the contributions of others</i>			
<i>demonstrate an awareness of appropriate performance skills and audience etiquette</i>			

Drama

Context

<i>identify ideas and emotions expressed in dramatic work from a variety of cultures</i>			
<i>demonstrate an awareness of the role of drama in the community and other cultures</i>			
<i>demonstrate appropriate audience skills</i>			

Drama Skills

<i>use vocal elements appropriately when developing a variety of roles</i>			
<i>use a variety of movements to express an idea, mood, or role</i>			
<i>demonstrate the ability to take on a role</i>			
<i>tell stories that have a beginning, middle, and end</i>			
<i>create suitable environments for drama</i>			

Fine Arts K to 7

Introduced Met Completed

Exploration and Imagination

<i>describe their feelings and ideas to be used in a dramatic work</i>			
<i>demonstrate respect for the contributions of others</i>			
<i>identify aspects of a dramatic work that evoke a response</i>			
<i>demonstrate co-operative effort in dramatic work</i>			

Music

Context

<i>demonstrate a willingness to participate in rehearsals and performances</i>			
<i>demonstrate appropriate performance skills and audience etiquette</i>			
<i>demonstrate respect for the contributions of others</i>			
<i>identify historical and cultural contexts of music</i>			
<i>describe a variety of purposes for music</i>			
<i>demonstrate a willingness to experience music from a variety of historical and cultural contexts</i>			

Structure

<i>reproduce patterns using accented beats</i>			
<i>perform rhythmic patterns from classroom repertoire</i>			
<i>maintain a repeated rhythmic pattern in a simple texture</i>			
<i>describe form in terms of repetition and unity of rhythmic phrases</i>			
<i>use symbols to represent metre and rhythmic patterns</i>			
<i>demonstrate changes in pitch and melodic direction</i>			
<i>use singing skills to reproduce melodies</i>			
<i>maintain a melody or repeated melodic pattern in a simple texture</i>			
<i>describe form in terms of repetition and unity of melodic phrases</i>			

Thoughts, Images, and Feelings

<i>describe personal thoughts, images, and feelings experienced in classroom repertoire</i>			
<i>demonstrate the relationship between the elements of expression and the thoughts, images, and feelings evoked by a selection of music</i>			

Visual Arts

Context

identify images from a variety of historical and cultural contexts			
demonstrate an awareness that particular images have value in the community			
suggest reasons for preferences in artworks			
demonstrate an awareness of a variety of reasons why people make and use art			
demonstrate respect for the work of self and others			
create images: - based on objects, places, events, or issues in their classroom, school, and community			
demonstrate a willingness to display individual and group artworks in a variety of ways			

Image-Development and Design Strategies

identify a variety of image sources, including feelings, imagination, memory, and observation			
suggest purposes for a variety of images			
identify differences between original artworks and reproductions			
use feelings, observation, memory, and imagination as sources for images			
make 2-D and 3-D images: - using a variety of design strategies, including multiplication			

Materials, Technologies, and Processes

demonstrate an awareness that materials, tools, equipment, and processes can be used to create particular effects			
identify safe and environmentally sensitive use of materials, tools, equipment, and processes			
use appropriate vocabulary to identify the materials, tools, equipment, and processes used to create particular images			
make images using a variety of materials, tools, equipment, and processes			
demonstrate a willingness to explore a range of materials, tools, equipment, and processes			
demonstrate appropriate set-up, use, clean-up, and storage procedures for the materials, tools, and equipment they use			

Visual Elements and Principles of Art and Design

identify the elements of colour, shape, line, and texture and the principles of pattern and repetition in images and in natural and human-built environments			
identify the expressive qualities of individual visual elements			
suggest reasons for the use of elements and principles in their work			
create images using the elements and principles to produce a particular effect			

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Dance

Creation and Composition

<i>interpret and move in response to a variety of sounds, images, feelings, and music</i>			
<i>create movement sequences based on a given choreographic form</i>			
<i>apply the creative process to revise dance sequences</i>			

Dance and Society

<i>describe dances from a variety of historical and cultural contexts</i>			
<i>identify a variety of purposes for dance</i>			
<i>describe the roles portrayed by dancers</i>			
<i>identify dance events and activities in the local community</i>			

Elements of Movement

<i>use the elements of movement in combination</i>			
<i>demonstrate an awareness of techniques in a given dance style</i>			
<i>demonstrate an awareness of the principles of movement in dance</i>			
<i>identify ways in which safety, fitness, and health affect movement</i>			

Presentation and Performance

<i>rehearse dance for presentation</i>			
<i>identify performance skills and audience etiquette appropriate to a given performance situation</i>			
<i>identify the feeling and mood portrayed in performances</i>			
<i>apply established criteria to analyse their work</i>			

Drama

Context

<i>use images and emotions expressed in various art forms to develop dramatic work</i>			
<i>demonstrate an understanding that drama reflects a culture's beliefs and attitudes</i>			
<i>differentiate audience skills appropriate to a variety of presentations</i>			

Drama Skills

<i>select language and movement appropriate to different roles</i>			
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Fine Arts K to 7

Introduced Met Completed

demonstrate the ability to maintain focus within a drama structure

demonstrate the ability to sustain a role

use drama structures to tell stories

demonstrate the ability to sustain belief in their imagined or created environment

Exploration and Imagination

select feelings and ideas expressed in the group to use in dramatic work

demonstrate the ability to provide and accept constructive feedback

suggest reasons for various responses to a dramatic work

demonstrate co-operative effort to develop dramatic work

Music

Context

apply skills and attitudes appropriate to a variety of roles, demonstrating:
- audience and performance etiquette

demonstrate responsibility to themselves and the group while experiencing music

use established criteria to analyse their work

identify music events and activities in the local community

describe music from a variety of historical and cultural contexts

identify a variety of purposes for music from classroom repertoire

demonstrate respect for music from various historical and cultural contexts

Structure

reproduce rhythmic patterns while maintaining a steady beat

identify rhythmic pattern and beat

identify the form and principles of design of the rhythmic structure in classroom repertoire

use standard or invented notation to represent familiar rhythmic patterns

use singing or instrumental skills to reproduce melodies

maintain a melodic part in simple textures

identify the form and principles of design in melodic structure

use standard or invented notation to represent ascending and descending melodic phrases

Fine Arts K to 7

Introduced Met Completed

Thoughts, Images, and Feelings

identify thoughts, images, and feelings derived from a music experience			
apply elements of rhythm, melody, and expression to demonstrate thoughts, images, and feelings in classroom repertoire			

Visual Arts

Context

identify distinctive styles of art from various cultures and historical periods			
compare images from given social, cultural, and historical contexts			
identify images that have value in the community			
give reasons for preferences in artworks			
demonstrate an awareness that there are various types of artists in the community			
demonstrate respect for the work of self and others			
create images: - that express personal identity			
demonstrate the ability to cooperate to develop a group display			

Image-Development and Design Strategies

identify image-development and design strategies			
compare images developed for particular purposes			
demonstrate an awareness that there are ethical considerations involved in copying images			
draft ideas for images using feelings, observation, memory, and imagination			
make 2-D and 3-D images: - using a variety of design strategies, including reproduction			

Materials, Technologies, and Processes

classify images according to the materials, tools, equipment, and processes used to create them			
identify the characteristics of materials, tools, equipment, and processes used to create particular effects			
suggest reasons for following safe and environmentally sensitive procedures in the use of materials, tools, equipment, and processes			
use appropriate vocabulary to describe the materials, tools, equipment, and processes used to create particular images			
use a range of materials singly and in combination to make images			
select appropriate materials, tools, equipment, and processes to create particular images			
demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes			
use and care for materials, tools, equipment, and work space in a safe and an environmentally sensitive manner			

Visual Elements and Principles of Art and Design

<i>distinguish elements (including form) and principles (including unity, contrast, and emphasis) in images and in natural and human-built environments</i>			
<i>describe a variety of works that emphasize particular visual elements</i>			
<i>give reasons for selection of elements and principles to use in their work</i>			
<i>create images: - using the elements and principles in various combinations</i>			

Grade: 4

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Dance

Creation and Composition

<i>interpret and move in response to a variety of sounds, images, feelings, and music</i>			
<i>create movement sequences based on choreographic forms</i>			
<i>apply the creative process to revise dance compositions</i>			

Dance and Society

<i>identify distinguishing features of dances from a variety of historical and cultural contexts</i>			
<i>identify a variety of purposes for dance</i>			
<i>distinguish the roles portrayed by dancers</i>			
<i>describe personal opportunities for dance in the local community</i>			

Elements of Movement

<i>use the elements of movement in combination</i>			
<i>identify techniques associated with particular dance styles</i>			
<i>demonstrate the principles of movement in dance</i>			
<i>identify ways in which safety, fitness, and health affect movement</i>			
<i>identify appropriate terminology to describe the elements of movement</i>			

Presentation and Performance

<i>rehearse dance for presentation</i>			
<i>demonstrate performance skills and audience etiquette appropriate to a given performance situation</i>			
<i>demonstrate a sense of feeling and mood in movement</i>			
<i>apply established criteria to analyse their own and others' work</i>			

Drama

Context

<i>use images and emotions within cultural and historical contexts to develop dramatic work</i>			
<i>demonstrate how drama affects beliefs and attitudes</i>			
<i>apply audience skills appropriate to a variety of presentations</i>			

Fine Arts K to 7

Introduced Met Completed

Drama Skills

<i>use a variety of vocal elements and movement to communicate meaning</i>			
<i>demonstrate the ability to maintain focus within a drama structure</i>			
<i>interact in role</i>			
<i>differentiate between stereotypes and authentic characters when developing roles</i>			
<i>use drama structures to develop stories that present problems and their possible solutions</i>			
<i>describe the effects of design elements</i>			

Exploration and Imagination

<i>express ideas and emotions using verbal and non-verbal communication</i>			
<i>accept constructive feedback and incorporate it into a dramatic work</i>			
<i>demonstrate the ability to reflect on a dramatic work</i>			
<i>demonstrate individual responsibility within the group when developing dramatic work</i>			

Music

Context

<i>apply skills and attitudes appropriate to a variety of roles, demonstrating: - audience and performance etiquette</i>			
<i>demonstrate responsibility to themselves and the group while experiencing music</i>			
<i>use established criteria to analyse the work of self and others</i>			
<i>describe personal opportunities for music in the local community</i>			
<i>identify distinguishing features of music from a range of historical and cultural contexts</i>			
<i>compare a variety of purposes for creating music</i>			
<i>demonstrate respect for music from various historical and cultural contexts</i>			

Structure

<i>maintain a steady beat within common metres</i>			
<i>identify beat, metre, and rhythmic patterns in classroom repertoire</i>			
<i>perform rhythmic patterns using vocal or instrumental skills</i>			
<i>compare the form and principles of design in rhythmic structure</i>			
<i>notate rhythmic patterns from classroom repertoire</i>			
<i>use singing or instrumental skills to maintain a melodic or harmonic part in simple textures</i>			

Fine Arts K to 7

Introduced Met Completed

compare the form and principles of design in melodic structure

use standard and invented notation to represent melodic patterns

identify appropriate terminology to describe melody and harmony

Thoughts, Images, and Feelings

apply the elements of rhythm, melody, and expression to represent thoughts, images, and feelings in classroom repertoire

make individual music choices based on the thoughts, images, and feelings that the music expresses

Visual Arts

Context

identify aspects of selected images that indicate the social, historical, or cultural context in which they were created

compare the distinctive styles of artists from various cultures and historical periods

demonstrate an awareness of the significance of images in a variety of social, historical, and cultural contexts

defend their preferences for selected works of art

describe individual opportunities for visual arts in the local community

demonstrate respect for the work of self and others

create images:
- that express personal identity

demonstrate the ability to collaborate to develop a group display for the school or community

demonstrate a willingness to select images from their collections for presentation

Image-Development and Design Strategies

describe various image-development and design strategies

compare the relationship between form and purpose in a variety of images

demonstrate an awareness of the ethical considerations involved in copying images

draft ideas for images using feelings, observation, memory, and imagination

make 2-D and 3-D images:
- using a variety of design strategies, including selection

Materials, Technologies, and Processes

analyse the use of materials, tools, equipment, and processes in a variety of artworks

demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes

use appropriate vocabulary to describe materials, tools, equipment, and processes

select materials, tools, equipment, and processes to make images

Fine Arts K to 7

Introduced Met Completed

demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes

use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner

Visual Elements and Principles of Art and Design

differentiate between elements (including value and tone) and principles (including movement and balance) observed in images and in natural and human-built environments

compare a variety of works that emphasize particular elements and principles

analyse the use of elements and principles in their work

create images:
- by applying the principles of art and design in various combinations

Grade: 5

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Dance

Creation and Composition

<i>interpret and move in response to a variety of sounds, images, feelings, and music</i>			
<i>create movement sequences using choreographic forms, individually and with others</i>			
<i>apply the creative process to revise dance compositions</i>			
<i>alter dance sequences by transforming movements</i>			

Dance and Society

<i>compare dances from a variety of historical and cultural contexts</i>			
<i>identify the purposes of dance in various cultures</i>			
<i>describe the roles portrayed in a variety of dances</i>			
<i>identify personal and career opportunities in dance</i>			

Elements of Movement

<i>use the elements of movement in combination</i>			
<i>demonstrate a variety of dance techniques</i>			
<i>apply the principles of movement to dance</i>			
<i>apply fitness, health, and safety considerations to movement</i>			
<i>use appropriate terminology to describe the elements and principles of movement</i>			

Presentation and Performance

<i>rehearse dance for presentation</i>			
<i>demonstrate performance skills and audience etiquette appropriate to specific performance situations</i>			
<i>perform dance, reflecting the sense of feeling and mood in the choreography</i>			
<i>revise their performances through self- and peer evaluation</i>			

Drama

Context

<i>compare themes and traditions from a range of cultural and historical contexts through drama</i>			
<i>identify various careers related to the dramatic arts</i>			
<i>apply audience skills appropriate to a variety of presentations</i>			

Fine Arts K to 7

Introduced Met Completed

Drama Skills

<i>apply knowledge of vocal elements and movement to interpret meaning</i>			
<i>demonstrate commitment to roles</i>			
<i>identify attitudes and beliefs of characters for application in dramatic work</i>			
<i>select design elements to create environments to enhance dramatic work</i>			

Exploration and Imagination

<i>express ideas and emotions using verbal and non-verbal communication</i>			
<i>demonstrate social and group skills in dramatic work</i>			
<i>apply constructive feedback to refine their dramatic work</i>			
<i>demonstrate the ability to collaborate when combining ideas in dramatic work</i>			

Music

Context

<i>apply skills and attitudes appropriate to a range of music experiences, demonstrating: - audience and performance etiquette</i>			
<i>demonstrate responsibility to themselves and the group while experiencing music</i>			
<i>use established criteria to analyse the work of self and others</i>			
<i>identify personal and career opportunities in music</i>			
<i>compare music from a range of historical and cultural contexts</i>			
<i>identify a variety of purposes for creating music</i>			
<i>create music for a given purpose</i>			
<i>demonstrate respect for music from various historical and cultural contexts</i>			

Structure

<i>perform rhythmic compositions using vocal or instrumental skills</i>			
<i>make choices from the elements of rhythm in classroom repertoire to create rhythmic compositions</i>			
<i>apply knowledge of form and the principles of design to their rhythmic compositions</i>			
<i>use appropriate rhythm vocabulary to describe rhythm and common metres</i>			
<i>notate rhythms in common metres</i>			
<i>maintain a melodic or harmonic part in simple textures</i>			
<i>apply knowledge of form and the principles of design to their melodic compositions</i>			

Fine Arts K to 7

Introduced Met Completed

use standard and invented notation to represent melodic patterns

apply appropriate music terminology to describe melody and harmony

Thoughts, Images, and Feelings

use the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings in performance repertoire

apply the elements of expression in their compositions

Visual Arts

Context

identify the historical and cultural contexts of a variety of images

compare materials, processes, and tools used to make art in a variety of cultures

demonstrate an awareness that images influence and are influenced by their social, historical, and cultural contexts

analyse preferences for selected works of art

identify personal and career opportunities in visual arts

demonstrate respect for the work of self and others

create images that:
- express beliefs and values

demonstrate the ability to collaborate to develop a group display for a particular audience

select appropriate images from their collections for presentation and evaluation

Image-Development and Design Strategies

identify design strategies used to develop particular images

demonstrate knowledge of image-development and design strategies used by artists for a variety of purposes

demonstrate an awareness of the ethical considerations involved in copying images

compile a collection of ideas for images drafted using feelings, observation, memory, and imagination

develop and make 2-D and 3-D images:
- using a variety of design strategies, including point of view

Materials, Technologies, and Processes

analyse the use of materials, tools, equipment, and processes in a variety of artworks

demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes

use appropriate vocabulary to describe materials, tools, equipment, and processes

select materials, tools, equipment, and processes to make images

demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes

Fine Arts K to 7

Introduced Met Completed

use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner

Visual Elements and Principles of Art and Design

identify images that emphasize particular elements (including space) and principles (including rhythm)

analyse how the elements and principles are used to create effects and to convey mood

analyse the use of elements and principles in their work

*create images:
- using particular elements and principles to solve specific design problems*

Grade: 6

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Dance

Creation and Composition

<i>create movement in response to the expressive elements of music and sound</i>			
<i>create movement sequences using pattern and narrative choreographic forms, individually and with others</i>			
<i>apply the creative process to revise dance compositions</i>			
<i>transform given dance sequences</i>			

Dance and Society

<i>compare dances from a variety of historical and cultural contexts</i>			
<i>describe the purposes of dance in various cultures</i>			
<i>analyse the roles portrayed in a variety of dances</i>			
<i>assess personal and career opportunities in dance</i>			

Elements of Movement

<i>use the elements of movement in a variety of combinations</i>			
<i>demonstrate techniques associated with particular dance styles</i>			
<i>apply the principles of movement to dance</i>			
<i>apply fitness, health, and safety considerations to movement</i>			
<i>use appropriate terminology to describe technique</i>			

Presentation and Performance

<i>rehearse dance for specific performance environments</i>			
<i>apply appropriate performance skills in a range of presentations</i>			
<i>demonstrate audience etiquette appropriate to a variety of performance situations</i>			
<i>perform dance, communicating the sense of feeling and mood in the choreography</i>			
<i>revise their performances through self- and peer evaluation</i>			

Drama

Context

<i>analyse the role of drama in a variety of historical and cultural contexts</i>			
<i>demonstrate an understanding of how social values are communicated in dramatic presentations</i>			

Fine Arts K to 7

Introduced Met Completed

identify personal and career opportunities in the dramatic arts

demonstrate respect for the nature of the audience

Drama Skills

demonstrate an understanding of the relationships among roles within dramatic work

represent abstract concepts through dramatic work

alter language and movement of a role to fit changing dramatic situations

interpret their characters' motivations within a dramatic work

select design elements and materials to create desired effects and environments to enhance dramatic work

Exploration and Imagination

select a means of communication to express ideas and emotions in dramatic work

demonstrate leadership and responsibility within the group

establish criteria to critique a dramatic work

demonstrate respect for the perspectives of self and others

Music

Context

apply skills and attitudes appropriate to a range of music experiences, demonstrating:
- audience and performance etiquette

demonstrate responsibility to themselves and the group while experiencing music

demonstrate the ability to provide and accept constructive feedback

assess personal and career opportunities in music

compare music from a range of historical and cultural contexts

compare music created for a variety of purposes

create music for a given purpose

demonstrate respect for music from various historical and cultural contexts

Structure

perform rhythmic compositions using vocal or instrumental skills

apply knowledge of form and the principles of design to create rhythmic compositions

notate rhythms in a variety of metres

use appropriate music terminology to describe rhythm and metre

Fine Arts K to 7

Introduced Met Completed

apply an understanding of melodic direction, tonal centre, and contour to perform expressive phrasing

maintain a part within complex textures and harmonies

apply knowledge of form and the principles of design to create melodic compositions

notate melodic patterns

apply appropriate music terminology to describe melody and harmony

Thoughts, Images, and Feelings

apply the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings

evaluate choices of the elements of expression used in their compositions

describe the elements of expression using appropriate music terminology

Visual Arts

Context

identify distinctive characteristics of images from a variety of historical and cultural contexts

demonstrate an understanding of the impact of images within various social, historical, and cultural contexts

demonstrate an understanding of the influence of social, historical, and cultural contexts on artists and their images

evaluate preferences for selected works of art

evaluate the effectiveness of a variety of displays

assess personal and career opportunities in visual arts

demonstrate respect for the work of self and others

*create images that:
- convey beliefs and values*

demonstrate the ability to collaborate to develop group displays for particular audiences

select appropriate images from their collections for presentation and evaluation

Image-Development and Design Strategies

compare a variety of images of given subjects in different media and styles

analyse image-development and design strategies used by various artists for a variety of purposes

defend personal preferences for particular image-development and design strategies

demonstrate an awareness of ethical considerations associated with reproduction as an image-development strategy

*make 2-D and 3-D images:
- using a variety of sources*

Materials, Technologies, and Processes

<i>evaluate the use of materials, tools, equipment, and processes in a variety of artworks</i>			
<i>demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes</i>			
<i>use appropriate vocabulary to describe materials, tools, equipment, and processes</i>			
<i>select materials, tools, equipment, and processes to make images</i>			
<i>demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes</i>			
<i>use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner</i>			

Visual Elements and Principles of Art and Design

<i>analyse images that emphasize particular elements and principles</i>			
<i>analyse how the elements and principles are used to create effects and to convey mood and meaning in images</i>			
<i>evaluate the use of elements and principles in their work</i>			
<i>create images: - using the elements and principles to produce particular styles of art</i>			