Arts Education Grade 1
Creative / Productive (CP)

Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CP1.1 Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points.	• I can **create movements** that represent my understanding of an idea or feeling, **with help.**	• I can **create movements** that represent my understanding of an idea or feeling.	• I can create **movement patterns** that represent my understanding of an idea or feeling.	• I can create **movement patterns** that represent my understanding of an idea or feeling, and **explain the connection** between the movement and the feeling or idea.
	• **With help**, I can share an idea with other students in class that sometimes has a connection to the starting point.	• I can **sometimes** talk about and share my dance ideas with other students in class.	• I can **always talk about and share my dance** ideas with other students in class.	• I **can make deep connections** about my dance ideas and share with other students in class.

Comments

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CP1.2 Create short dance phrases using the elements of dance including: ○ **actions** (locomotor and non-locomotor) ○ **body** (whole and parts) ○ **dynamics** (different ways of moving) ○ **relationships** (explore variety**)** ○ **space** (awareness of pathways, levels, sizes, shapes).		• **I need help** creating a short dance phrase using **a few** elements of dance (actions, body, dynamics, relationships, **OR** space).	• I can create a short dance phrase using **several** of the elements of dance (actions, body, dynamics, relationships, **OR** space).	• I can create a short dance phrase using **almost all** the elements of dance (actions, body, dynamics, relationships, **AND** space).	• I can create short dances phrases that use **all** elements of dance equally (actions, body, dynamics, relationships, **AND** space).
		• I **need help** identifying the elements I use in a dance phrase.	• I can identify **some** elements in my dance phrase.	• I can **identify each** element in my dance phrase.	• I can identify each element in my dance phrase **and how they connect together**.
Comments					
CP1.3 Enter into the fiction provided by the drama.	Contribute ideas	• I can contribute ideas to a drama activity when asked, **with help**.	• I can **sometimes** contribute ideas to a drama activity when asked.	• I can contribute ideas to a drama activity **when asked.**	• I can contribute **practical ideas** to a drama activity when asked.

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	Use imagination	• I can use my imagination **with help.**	• I can **sometimes** use my imagination during drama activities.	• I can **frequently** use my imagination during drama activities.	• I can **always** use my imagination during drama activities.
Comments				
CP1.4 **Use language, visual images, and other ways (e.g., movement, sound effects) to represent ideas both in and out of role.**	**Use language**	• I can express ideas by speaking in **OR** out of role **with help.**	• I can express ideas by speaking in **OR** out of role.	• I can express ideas by speaking in **AND** out of role.	• I can express **practical ideas** by speaking in **AND** out of role.
	Use visual images	• I can use visual images in role (e.g. prop, costume feature) **OR** out of role (e.g. character sketch) **with help**.	• I can use visual images that **sometimes relate** to the drama activity in role (e.g. prop, costume feature) **OR** out of role (e.g. character sketch).	• I can **use visual images** that **frequently relate** to the drama activity in role (e.g. prop, costume feature) **AND** out of role (e.g. character sketch).	• I can use visual images that **always relate** to the drama activity in role (e.g. prop, costume feature) **AND** out of role (e.g. character sketch).

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	Use movement	• I can express ideas with movement in **OR** out of role **with help**.	• I can express ideas with movement in **OR** out of role.	• I can express ideas with **simple movement** in **AND** out of role.	• I can express ideas with complex movement in **AND** out of role.
Comments					
CP1.5 Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low).	**Create Sounds**	• I can use instruments **OR** voice to create **OR** imitate sounds.	• I can use instruments **AND** voice to create **OR** imitate sounds.	• I can use instruments **AND** voice to create **AND** imitate sounds.	• I can **consistently** use instruments and voice to create and imitate sounds.
		• I can arrange sounds in **basic** ways **only with help**.	• I can arrange sounds in **interesting ways with guidance**.	• **With minimal guidance**, I can arrange sounds in interesting ways.	• **I can draw sounds together to tell a story or create a song.**
	Play instruments	• With help, I can play simple-pitched **OR** non-pitched instruments **OR** body percussion **in simple instructed ways**.	• I can play simple-pitched **OR** non-pitched instruments **OR** body percussion **in simple instructed ways**.	• I can play simple-pitched **AND** non-pitched instruments **AND** body percussion in **a variety of instructed ways**.	• I can play simple-pitched **AND** non-pitched instruments **AND** body percussion **and contribute to discovering new ways to play.**

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	Organize sounds	• With help, I can select **OR** organize sounds to tell a story or convey an image.	• I can select **AND** organize sounds **with guidance** and **minimal invented notation** so I can understand and repeat the sounds to tell a story or convey an image.	• I can select **AND** organize sounds **AND use invented notation** so I can understand and repeat the sounds to tell a story or convey an image.	• **I can select and organize sounds and use invented notation** to tell a story or convey an image, **and explain my choices.**
Comments					

CP1.6 Demonstrate understanding of patterns and the elements of music including: ○ **same and different patterns** ○ **rhythm** (e.g., difference between beat and rhythm, sounds and silence, long and short sounds) ○ **dynamics** (loud and soft) ○ **pitch** (high and low sounds) ○ **texture** (sounds	**Patterns**	• I can **follow simple patterns in movement** using body, voice **OR** percussion instruments, with help.	• I can follow and create patterns in movement, with prompting, using a **combination** of body, voice **OR** percussion instruments.	• I can follow and independently **create** patterns in movement using body, voice **AND** percussion instruments.	• I can follow and independently create more complex patterns in movement and using body, voice and percussion instruments.
	Rhythm	• With help, I can sometimes move to **OR** perform a steady beat.	• I can move to **AND** perform a steady beat **AND a few** simple rhythmic patterns.	• I can **almost always** move to **AND** perform a steady beat **AND a few** simple rhythmic patterns.	• I can **always** move and play (instrument and voice) to a steady beat **AND** simple rhythmic patterns.
		• I can create simple melodic **OR** rhythmic patterns **with help**.	• I can create simple melodic **OR** rhythmic patterns with minimal help.	• I can create simple melodic **AND** rhythmic patterns.	• I can create simple and **more complex** melodic and rhythmic patterns.
	Dynamics	• I can **identify** simple dynamics in sounds **with help.**	• I can **occasionally** identify simple dynamics in sounds.	• I can **identify simple dynamics in sounds**.	• I can **always** identify simple dynamics in sounds.

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heard alone or together) ○ **tone colours** (distinguish between).					
		• I can add **some** dynamics to my **performance with help.**	• I can **occasionally** add **some** dynamics to my performance.	• I consistently add **some** dynamics to my performance.	• I can add **a range of** dynamics to my performance.
	Pitch	• I can **seldom** identify pitch as high/low.	• I can **identify pitch as high/low.**	• I can identify pitch as high/low **AND** match pitch with **some** accuracy.	• I can always identify pitch as high/low **AND** I **consistently** match pitch with accuracy.
	Texture	• I seldom recognize when sounds are heard alone or together.	• I can identify when sounds are heard alone or together **with teacher guidance.**	• I can **identify when sounds are heard alone or together.**	• I can recognize when sounds are heard alone or together **and occasionally identify the sounds.**
	Tone	• I seldom differentiate between the sounds of objects/ instruments.	• I can **occasionally** differentiate between the sounds of objects/instruments and **describe the differences with given options from the teacher**.	• I can **usually** differentiate between the sounds of objects/instruments **and describe the differences in simple terms.**	• I can **consistently** differentiate between the sounds of objects/instruments and describe the differences in **more complex terms**.

Comments

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CP1.7 **Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work.**		• **With help, I can identify patterns** I see in art works and the environment.	• I can **identify** patterns I see in in art works and the environment.	• I can **describe** patterns I see in in art works and the environment.	• I can **compare** patterns I see in art works and the environment.
		• I can **reproduce** a few formal patterns (repetition at regular intervals) **AND** informal patterns (repetition at irregular intervals) that I observe.	• I can use some formal **AND** informal patterns that I observe, in my own work.	• I can **create a few** formal **AND** informal patterns and **use them in my own work.**	• I can **create a variety of** formal **AND** informal patterns and use them in my own work.
Comments					
CP1.8 **Create art works that express own ideas and explore**	**Develop ideas**	• **With help**, I can **discover** my own ideas.	• I can **choose** my own ideas.	• I can **develop** my own ideas.	• I can develop **in detail** my own ideas.

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different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).					
	Forms	• **With help**, I can use **some** forms (e.g., painting, drawing, printmaking) **OR** media (e.g. paint, found objects) in my own art works.	• I can use **some** forms (e.g., painting, drawing, printmaking) **OR** media (e.g. paint, found objects) in my own art works.	• I can **use different forms** (e.g., painting, drawing, printmaking) **AND** media (e.g. paint, found objects) in my own art works.	• I can use **complex** forms **AND** media in my own art works.
	Colours	• I can, **with help**, show an understanding of primary colours (red, yellow, blue.	• I can show an understanding of primary colours (red, yellow, blue).	• I can show an understanding of **primary colors** (red, yellow, blue) and **apply that knowledge to my own art works.**	• I can **provide feedback to my classmates** on the use of primary colours (red, yellow, blue) in their own artworks.
Comments					