

| Arts Education Grade 9<br>Cultural / Historical (CH)                                                                           |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                   |
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| Outcome                                                                                                                        | 1 - Beginning<br>The student is having difficulty demonstrating an understanding of the concept.                                                                                                                                              | 2 – Approaching<br>The student is developing an understanding of the concept.                                                                                                                                                                                                        | 3 – Meeting<br>The student consistently demonstrates an understanding of the concept or has achieved the concept.                                                                                                                                                                    | 4- Exemplary<br>The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.                                                                                                                       |
| <b>CH9.1</b><br><b>Investigate and discuss the role of artists in raising awareness or taking action on topics of concern.</b> | <ul style="list-style-type: none"> <li>With help, I can <b>ask a few key questions</b> about the role of artists in raising awareness or taking action on topics of concern, <b>AND carry out research</b> to answer some of them.</li> </ul> | <ul style="list-style-type: none"> <li>I can <b>ask a few key questions</b> about the role of artists in raising awareness or taking action on topics of concern, <b>AND carry out research</b> to answer some of them.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>I can <b>ask several key questions</b> about the role of artists in raising awareness or taking action on topics of concern, <b>AND carry out research</b> to answer some of them in <b>detail</b>.</li> </ul>                                | <ul style="list-style-type: none"> <li>I can <b>ask several key questions</b> about the role of artists in raising awareness or taking action on topics of concern, <b>AND carry out research using several sources</b> to answer some of them in <b>great detail</b>.</li> </ul> |
|                                                                                                                                | <ul style="list-style-type: none"> <li>With help, I can <b>contribute a few ideas and opinions to discussions</b> about the role of artists in raising awareness or taking action on topics of concern.</li> </ul>                            | <ul style="list-style-type: none"> <li>I can <b>contribute a few ideas and opinions to discussions</b> about the role of artists in raising awareness or taking action on topics of concern, <b>AND sometimes support</b> my statements <b>with examples and details</b>.</li> </ul> | <ul style="list-style-type: none"> <li>I can <b>contribute several ideas and opinions to discussions</b> about the role of artists in raising awareness or taking action on topics of concern, <b>AND usually support</b> my statements <b>with examples and details</b>.</li> </ul> | <ul style="list-style-type: none"> <li>I can <b>contribute many ideas and opinions to discussions</b> about the role of artists in raising awareness or taking action on topics of concern, <b>AND usually support</b> my statements <b>with examples and details</b>.</li> </ul> |
| Comments                                                                                                                       |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                   |

| <b>Arts Education Grade 9<br/>Cultural / Historical (CH)</b>                                                                              |                                                                                                                                                                   |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                  |
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| <b>Outcome</b>                                                                                                                            | <b>1 - Beginning</b><br>The student is having difficulty demonstrating an understanding of the concept.                                                           | <b>2 – Approaching</b><br>The student is developing an understanding of the concept.                                                                                                                        | <b>3 – Meeting</b><br>The student consistently demonstrates an understanding of the concept or has achieved the concept.                                                                                                                                                       | <b>4- Exemplary</b><br>The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.                                                                               |
| <b>C9.2</b><br><b>Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.</b> | <ul style="list-style-type: none"> <li>I can <b>identify a topic of concern</b> to Indigenous artists, and <b>gather information about</b> that topic.</li> </ul> | <ul style="list-style-type: none"> <li>I can <b>brainstorm ideas about how I might</b> use the arts to increase understanding on a topic of concern to Indigenous artists, alone or with others.</li> </ul> | <ul style="list-style-type: none"> <li>I can <b>create a plan of action</b> to use the arts to increase understanding on a topic of concern to Indigenous artists, alone or with others, <b>respecting almost all the co-constructed criteria for action plans.</b></li> </ul> | <ul style="list-style-type: none"> <li>I can <b>implement my plan of action</b> to use the arts to increase understanding on a topic of concern to Indigenous artists, alone or with others, <b>and reflect on its effectiveness.</b></li> </ul> |
| Comments                                                                                                                                  |                                                                                                                                                                   |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                  |

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| Outcome                                                                                                             | <b>1 - Beginning</b><br>The student is having difficulty demonstrating an understanding of the concept.                                                                                                                                        | <b>2 – Approaching</b><br>The student is developing an understanding of the concept.                                                                                                                                                                                                                               | <b>3 – Meeting</b><br>The student consistently demonstrates an understanding of the concept or has achieved the concept.                                                                                                                                                                                            | <b>4- Exemplary</b><br>The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.                                                                                                                                           |
| <b>CH9.3</b><br><b>Investigate diversity of artistic ideas, styles, and media in contemporary arts expressions.</b> | <ul style="list-style-type: none"> <li>• I can draw conclusions about diversity of artistic ideas, styles, <b>OR</b> media in contemporary arts expressions, using <b>a few teacher-selected contemporary artistic expressions.</b></li> </ul> | <ul style="list-style-type: none"> <li>• I can draw conclusions <b>supported with examples and details</b> about diversity of artistic ideas, styles, <b>OR</b> media in contemporary arts expressions, using <b>several</b> contemporary artistic expressions I have selected myself through research.</li> </ul> | <ul style="list-style-type: none"> <li>• I can draw conclusions <b>supported with examples and details</b> about diversity of artistic ideas, styles, <b>AND</b> media in contemporary arts expressions, using <b>several</b> contemporary artistic expressions I have selected myself through research.</li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>compare artistic diversity</b> in ideas, styles, <b>AND</b> media in contemporary arts expressions, using <b>several</b> contemporary artistic expressions I have selected myself through research, <b>supported with examples and details.</b></li> </ul> |
| Comments                                                                                                            |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                              |

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| Outcome                                                                                                                                                                                                                                                     | <b>1 - Beginning</b><br>The student is having difficulty demonstrating an understanding of the concept.                                                                                                                                  | <b>2 – Approaching</b><br>The student is developing an understanding of the concept.                                                                                                                                             | <b>3 – Meeting</b><br>The student consistently demonstrates an understanding of the concept or has achieved the concept.                                                                                                             | <b>4- Exemplary</b><br>The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.                                                                 |
| <b>CH9.4</b><br>Create interdisciplinary arts expressions individually or through collaboration with peers, and examine the work of artists who create interdisciplinary expressions (e.g., sound and poetry, performance art, audio visual installations). | <ul style="list-style-type: none"> <li>I can <b>identify</b> various interdisciplinary arts expressions and the disciplines that are combined (e.g. combining poetry and sound, performance art, audio visual installations).</li> </ul> | <ul style="list-style-type: none"> <li>I can <b>describe with detail the work of artists</b> who create interdisciplinary expressions (e.g. combining poetry and sound, performance art, audio visual installations).</li> </ul> | <ul style="list-style-type: none"> <li>I can <b>justify my opinion about the work of artists</b> who create interdisciplinary expressions (e.g. combining poetry and sound, performance art, audio visual installations).</li> </ul> | <ul style="list-style-type: none"> <li>I can <b>compare</b> the work of <b>several</b> artists who create interdisciplinary expressions (e.g. combining poetry and sound, performance art, audio visual installations).</li> </ul> |
|                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li><b>With help</b>, I can create interdisciplinary arts expressions, individually or with others, respecting a few criteria co-constructed in class.</li> </ul>                                     | <ul style="list-style-type: none"> <li>I can <b>create interdisciplinary arts expressions, individually or with others, respecting several criteria co-constructed in class.</b></li> </ul>                                      | <ul style="list-style-type: none"> <li>I can <b>create interdisciplinary arts expressions, individually or with others, respecting almost all criteria co-constructed in class.</b></li> </ul>                                       | <ul style="list-style-type: none"> <li>I can <b>create interdisciplinary arts expressions, individually or with others, respecting all criteria co-constructed in class.</b></li> </ul>                                            |
| Comments                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                    |