



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



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



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



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



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	Media	<ul style="list-style-type: none"> • With help, I can create art works in a few different media (pencils, pastels, found objects). 	<ul style="list-style-type: none"> • I can create art works in a few different media (pencils, pastels, found objects). 	<ul style="list-style-type: none"> • I can create art works in several different media (pencils, pastels, found objects). 	<ul style="list-style-type: none"> • I can create art works in a variety of different media (pencils, pastels, found objects).
Comments					