



Arts Education Kindergarten

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.
CPK.1 Express ideas through exploration of the elements of dance including: <ul style="list-style-type: none"> • action • body • dynamics • relationships • space 	<ul style="list-style-type: none"> • With help, I use general space OR self-space in a controlled manner some of the time. 	<ul style="list-style-type: none"> • I can use general space AND self-space in a controlled manner most of the time. 	<ul style="list-style-type: none"> • I can describe AND use general space AND self-space in a controlled manner. 	<ul style="list-style-type: none"> • I can change movements from a general space to a self-space with a signal.
	<ul style="list-style-type: none"> • With help, I can respond to some stimuli by exploring a variety of whole body and body part movements. 	<ul style="list-style-type: none"> • I can respond to some stimuli by exploring a variety of whole body and body part movements. 	<ul style="list-style-type: none"> • I can respond to stimuli by exploring a variety of whole body and body part movements. 	<ul style="list-style-type: none"> • I can explain my response in relation to the stimuli for whole body and body part movements.
	<ul style="list-style-type: none"> • With help, I can express my ideas and explore using a few of the elements of dance (action, body, dynamics, relationships OR space). 	<ul style="list-style-type: none"> • I can express my ideas and explore using several of the elements of dance (action, body, dynamics, relationships OR space). 	<ul style="list-style-type: none"> • I can express my ideas and explore using most of the elements of dance (action, body, dynamics, relationships OR space). 	<ul style="list-style-type: none"> • I can express my ideas and explore using all of the elements of dance (action, body, dynamics, relationships AND space).
Comments				



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CPK.2 Explore a variety of drama strategies including: <ul style="list-style-type: none"> ● role ● imaging ● parallel play ● journeys ● meetings. 	<ul style="list-style-type: none"> ● With help, I can respond to stimuli (e.g. stories, poems, visual images, music, sounds) by using a few of the following teacher selected strategies: role play, imaging, parallel play, journeys, OR meetings. 	<ul style="list-style-type: none"> ● I can respond to stimuli (e.g. stories, poems, visual images, music, sounds) by using several of the following teacher selected strategies: role play, imaging, parallel play, journeys, OR meetings. 	<ul style="list-style-type: none"> ● I can respond to stimuli (e.g. stories, poems, visual images, music, sounds) by using all of the following teacher selected strategies: role play, imaging, parallel play, journeys, AND meetings. 	<ul style="list-style-type: none"> ● I can respond to stimuli using a variety of self-selected strategies.
	<ul style="list-style-type: none"> ● With help, I can express my ideas and explore in a few dramatic contexts. 	<ul style="list-style-type: none"> ● I can express my ideas and explore in several dramatic contexts. 	<ul style="list-style-type: none"> ● I can express my ideas and explore in a variety of dramatic contexts. 	<ul style="list-style-type: none"> ● I can explain my ideas and my responses in some of my explorations in various dramatic contexts.
Comments				



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<p>CPK.3 Create sound compositions exploring the elements of music including:</p> <ul style="list-style-type: none"> • repeating patterns • beat (e.g., clapping and stepping, and counting) • response to fast/slow paces • high/low sounds • loud/soft sounds • sounds with distinct tone colours/timbres. 	<ul style="list-style-type: none"> • With help, I can create sound compositions in response to stimuli (e.g. stories, poems, visual images, music, sounds) using a few of the elements of music: <ul style="list-style-type: none"> ○ repeating patterns ○ beat (e.g. clapping and stepping, counting) ○ response to fast/slow paces ○ high/low sounds ○ sounds with distinct tone colours. 	<ul style="list-style-type: none"> • I can create sound compositions in response to stimuli (e.g. stories, poems, visual images, music, sounds) using several of the elements of music: <ul style="list-style-type: none"> ○ repeating patterns ○ beat (e.g. clapping and stepping, counting) ○ response to fast/slow paces ○ high/low sounds ○ sounds with distinct tone colours. 	<ul style="list-style-type: none"> • I can create sound compositions in response to stimuli (e.g. stories, poems, visual images, music, sounds) using most of the elements of music: <ul style="list-style-type: none"> ○ repeating patterns ○ beat (e.g. clapping and stepping, counting) ○ response to fast/slow paces ○ high/low sounds ○ sounds with distinct tone colours. 	<ul style="list-style-type: none"> • I can create sound compositions in response to stimuli (e.g. stories, poems, visual images, music, sounds) using all of the elements of music: <ul style="list-style-type: none"> ○ repeating patterns ○ beat (e.g. clapping and stepping, counting) ○ response to fast/slow paces ○ high/low sounds ○ sounds with distinct tone colours.



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Comments



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CPK.4 Create art works that express own observations and ideas about the world.	<ul style="list-style-type: none"> • With help I can use my senses to observe and identify a few details (e.g. lines, colours, textures, shapes, forms and patterns) from various sources (e.g. stories, poems, observations, visual images, music, sounds, natural and built environments).. 	<ul style="list-style-type: none"> • I can use my senses to observe and identify some details (e.g. lines, colours, textures, shapes, forms and patterns) from various sources (e.g. stories, poems, observations, visual images, music, sounds, natural and built environments).. 	<ul style="list-style-type: none"> • I can use my senses to observe and identify details (e.g. lines, colours, textures, shapes, forms and patterns) from various sources (e.g. stories, poems, observations, visual images, music, sounds, natural and built environments). 	<ul style="list-style-type: none"> • I can use my senses to observe and identify a wide variety of details (e.g. lines, colours, textures, shapes, forms and patterns) from various sources(e.g. stories, poems, observations, visual images, music, sounds, natural and built environments).
	<ul style="list-style-type: none"> • With help, I can express an idea through art. 	<ul style="list-style-type: none"> • I use art to express an idea. 	<ul style="list-style-type: none"> • I use art to express my ideas. 	<ul style="list-style-type: none"> • I use detailed art to express my ideas.
	<ul style="list-style-type: none"> • With help, I can use a few visual art tools and materials. 	<ul style="list-style-type: none"> • I can use a few visual art tools and materials. 	<ul style="list-style-type: none"> • I can use visual art tools and materials. 	<ul style="list-style-type: none"> • I can select a variety of visual art tools and materials suited to my purpose.
Comments				



Arts Education Kindergarten

Critical / Responsive

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.
CRK.1 Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing).	<ul style="list-style-type: none"> • With help, I can respond to art verbally OR non-verbally. 	<ul style="list-style-type: none"> • I can respond to art verbally OR non-verbally. 	<ul style="list-style-type: none"> • I can respond to art verbally AND non-verbally (e.g. through movement or drawing). 	<ul style="list-style-type: none"> • I can respond to art verbally and non-verbally and describe my response in detail.

Comments



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Cultural / Historical

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.
CHK.1 Investigate arts expressions found in own homes and school community in relation to own lives.	<ul style="list-style-type: none"> • With help, I can gather information about art in my home OR school community. 	<ul style="list-style-type: none"> • I can gather information about art in my home OR school community. 	<ul style="list-style-type: none"> • I can gather information about art in my home AND school community. 	<ul style="list-style-type: none"> • I can gather information about art in my home, school AND the community in which I live.

Comments



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CHK.2 Recognize a wide variety of arts expressions as creations of First Nations and Métis peoples.	<ul style="list-style-type: none"> • With help, I can identify a few arts expressions as creations of First Nations and Métis peoples. 	<ul style="list-style-type: none"> • I can identify some arts expressions as creations of First Nations and Métis peoples. 	<ul style="list-style-type: none"> • I can identify a variety of arts expressions as creations of First Nations and Métis peoples, and give reasons. 	<ul style="list-style-type: none"> • I can represent some elements of the style of First Nations and Métis peoples in my own creations.
Comments				