

2009

Saskatchewan Curriculum

Arts Education

6



Arts Education 6

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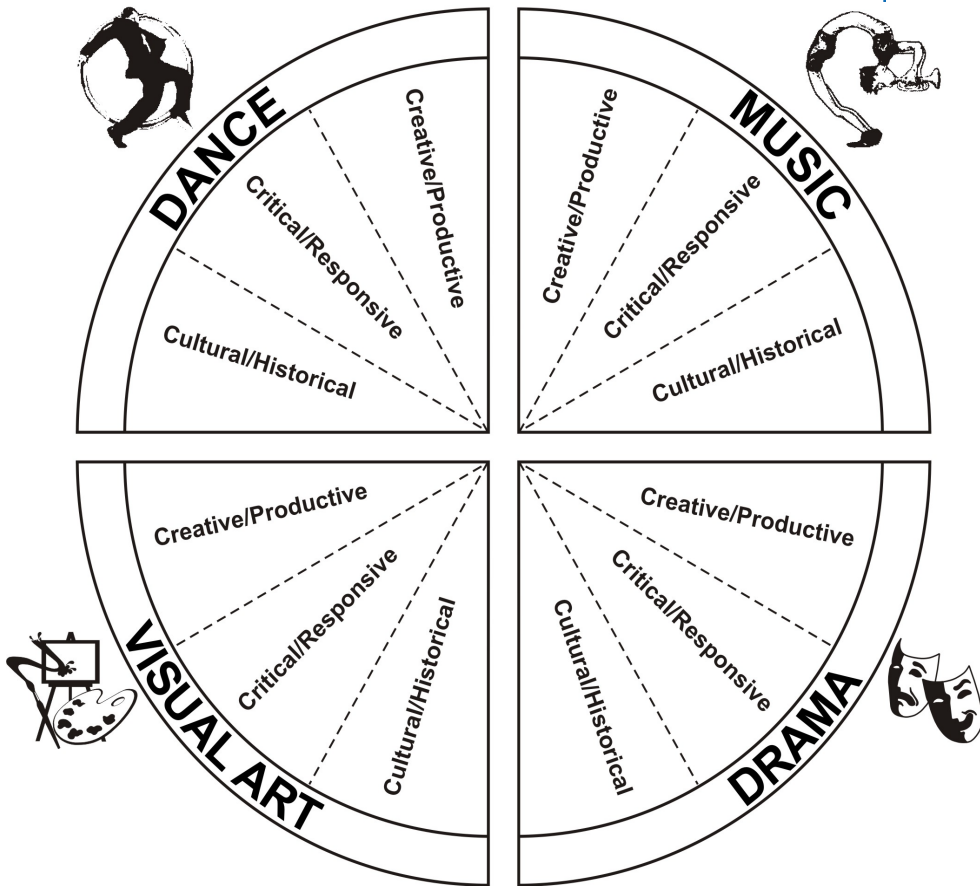
Introduction

Arts education is a Required Area of Study in Saskatchewan’s Core Curriculum. The provincial requirement for Grade 6 Arts Education is 200 minutes of instruction per week for the entire school year (*Core Curriculum: Principles, Time Allocations, and Credit Policy*, Ministry of Education).

Time Requirement for Grades 6-9

Core Curriculum policy states that the time allotment for arts education at the Elementary and Middle Level is 200 minutes per week. The time allotment to each strand is as follows:

- Dance..... 50 minutes per week
- Drama..... 50 minutes per week
- Music..... 50 minutes per week
- Visual Art..... 50 minutes per week



Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* on the Saskatchewan Ministry of Education website.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. K-12 arts education contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to these Broad Areas of Learning.

Developing Lifelong Learners

Students who are engaged in constructing and applying knowledge build a positive disposition towards learning. Throughout the study of arts education, students seek, construct, express, and evaluate knowledge through the four disciplines of dance, drama, music, and visual art, including interdisciplinary studies. As students engage in meaningful cultural and artistic inquiry within schools and communities, they are able to gain a depth of understanding about the world and human experience that enables them to become more knowledgeable, confident, and creative lifelong learners.

Developing a Sense of Self and Community

In arts education, students learn about themselves, others, and the world around them. Students who possess a positive identity, and understand how their identity is shaped by their interactions with others and their environment, are able to nurture meaningful relationships, and appreciate various worldviews. Students use the arts to explore and express their own ideas, feelings, beliefs and values, and also learn to interpret and understand those expressed by others. Students discover that the arts can be an effective means of developing self-knowledge, understanding others, and building community.

Related to the following Goals of Education:

- *Basic Skills*
- *Life-long Learning*
- *Self Concept Development*
- *Positive Lifestyle*

Related to the following Goals of Education:

- *Understanding & Relating to Others*
- *Self Concept Development*
- *Positive Lifestyle*
- *Spiritual Development*

Developing Engaged Citizens

In arts education, students learn how the arts can provide a voice and means to make a difference in their personal lives and in peer, family, and community interactions. The arts give students multiple ways to express their views and to reflect on the perspectives and experiences of others. Students learn how to design, compose, problem solve, inspire change, and contribute innovative ideas that can improve the quality of their own lives and the lives of others. Students in the arts seek to discover who they are, envision who they might become, imagine possibilities and alternatives for their communities, and provide new ideas and solutions for building a sustainable future. Students also gain an understanding of the immense contributions that artists and the arts offer to the world.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes that are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

This competency addresses how people make sense of the world around them. Understanding develops by building on what is already known, and by initiating and engaging in contextual thinking, creative thinking, and critical reasoning. Arts education is taught and learned within the four strands of dance, drama, music, and visual art. Each discipline involves different ways of thinking, as each has its own language and body of knowledge including a range of conventions, styles, techniques, and creative processes. Arts education also involves interdisciplinary thinking wherein students make connections among the arts and other disciplines. Arts education is taught and learned through an inquiry approach that engages students in thinking about big ideas, asking compelling questions, seeking information, investigating and applying disciplinary concepts, experimenting, problem solving, constructing understanding, communicating, and interpreting meaning through creative and critical thinking processes.

Related to the following Goals of Education:

- *Understanding & Relating to Others*
- *Positive Lifestyle*
- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

- *thinking and learning contextually*
- *thinking and learning creatively*
- *thinking and learning critically*

-
- *understanding, valuing, and caring for oneself*
 - *understanding, valuing, and respecting others*
 - *understanding and valuing social and environmental interdependence and sustainability*

- *constructing knowledge related to various literacies*
- *exploring and interpreting the world through various literacies*
- *expressing understanding and communicating meaning using various literacies*

Developing Identity and Interdependence

This competency addresses the ability to reflect upon and know oneself, and act autonomously and collaboratively as required in an interdependent world. It requires the learner to be aware of the importance of striving for balance in one's life, sustaining the natural environment, examining perspectives on social and cultural norms and expectations, and investigating the potential for individual and group accomplishments. It assumes the possession of a positive self-concept and sense of identity, and the ability to live in harmony with others and with the natural and constructed world. Arts education requires Middle Level students to explore their own ideas about personal and cultural identity, examine their sense of place and relationship to the environment, investigate social issues such as human rights, and use the arts to raise awareness about topics of concern such as interdependence and sustainability.

Developing Literacies

This competency addresses a variety of ways to interpret the world and express understanding through words, numbers, images, sounds, movements, and technologies in various situations. Literacies are multi-faceted and provide a variety of ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies in arts education involve the ability to investigate, structure, and express ideas, and interpret meaning, using the specific language of each arts discipline. Literacies include the evolution of ideas, skills, forms, styles, techniques, symbols, processes, histories, practices, and knowledge in an arts discipline. Arts literacies require understanding of traditional and evolving cultural and artistic conventions and innovations within each discipline. Attaining literacy in one art form does not imply that one has attained literacy in another, as the languages and creative processes in each art form are unique, even though many contemporary artists create interdisciplinary work. Literacies in the arts are not only important for people who create in the arts but also for those who respond to the work as knowledgeable audiences.

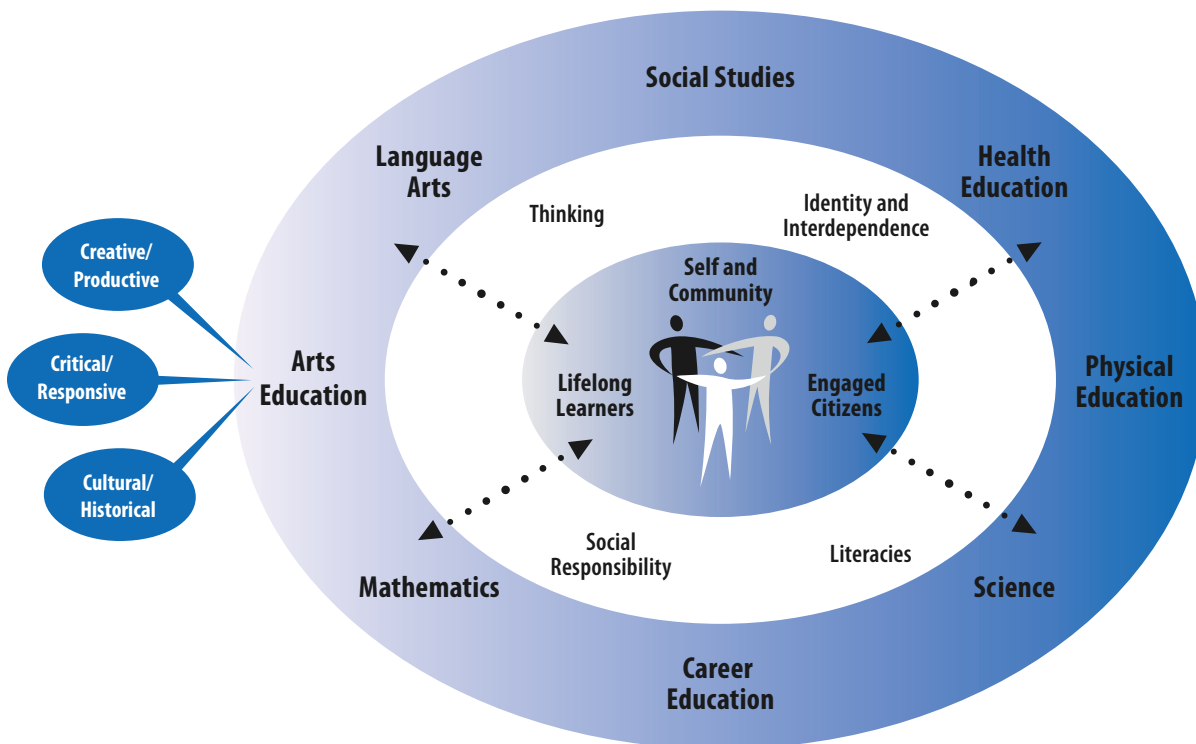
Developing Social Responsibility

This competency addresses how people contribute positively to their physical, social, and cultural environments. It requires the ability to contribute to the well-being of self, others, and the natural world, and participate with others in accomplishing shared goals. In arts education, students reflect on their own contributions to collective work, and explore their individual responsibilities as creators and members of various social and cultural communities. Students in arts education work individually and collaboratively to express ideas that can raise awareness about topics of social importance. They also investigate how students and artists can act as catalysts of change to improve the lives of others and the natural and constructed world.

- *using moral reasoning processes*
- *engaging in communitarian thinking and dialogue*
- *taking social action*

Aim and Goals of K-12 Arts Education

The K-12 **aim** of the arts education curriculum is to enable students to understand and value arts expressions throughout life.



The K-12 **goals** are broad statements identifying what students are expected to know and be able to do upon completion of a particular area of study.

The three goals of arts education from Kindergarten to Grade 12 are:

Cultural/Historical (CH) - Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and the human experience.

This goal focuses on the role of the arts in various cultures, the development of the arts throughout history, and factors that influence contemporary arts and artists. It includes the historical development of dance, drama, music, and visual art within its social, cultural, and environmental context. In addition, the goal includes learning about the arts in contemporary societies, popular culture, and interdisciplinary forms of expression. The intent is to develop students' understanding of the arts as important forms of aesthetic expression, and as records of individual and collective experiences, histories, innovations, and visions of the future.

Critical/Responsive (CR) - Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry.

This goal enables students to respond critically and imaginatively to images, sounds, performances, and events in the artistic environment, including the mass media. Students become participants in the interactive process between artist and audience rather than passive consumers of the arts. Several processes are provided to help teachers guide discussion and encourage various responses to works of art; for example, visual art works, musical compositions, or dance and drama performances. The processes are intended to move students beyond quick judgement to informed personal interpretation, and can be used with each of the four strands and interdisciplinary works. These processes are described in "Responding to Arts Expressions", located in the curriculum support materials area of the Ministry of Education website. The intent of this goal is also to ensure that students are actively engaged with artists in their own communities and recognize that the arts are integral to the lives and cultures of every community.

Creative/Productive (CP) - Students will inquire, create, and communicate through dance, drama, music, and visual art.

This goal includes the exploration, development, and expression of ideas in the language of each strand or art form. Each art form involves students in different ways of thinking, inquiring, and conveying meaning. Each form involves students in creative processes and different means of inquiry that require students to reflect on big ideas, and investigate compelling questions using the language, concepts, skills, techniques, and processes of that discipline. In order for an activity to be creative, students must be engaged in critical thinking, observation and other forms of research, active exploration, and creative problem-solving processes. Students learn where ideas come from, and how ideas can be developed and transformed in each art form. Documentation is also an important part of the creative process, and can be used for purposes of idea development and refinement, assessment, and sharing learning with others. Reflection, both ongoing and summative, is an essential part of every creative process, and allows students to assess and evaluate their continued growth in their creative endeavours.

An Effective Arts Education Program

The arts education curriculum has been designed to address the learning needs of all students in the province. The curriculum allows for both disciplinary and interdisciplinary studies. To achieve deep understanding of the arts, and fully appreciate the arts throughout life, students need to study content and processes that reside at the core of each of the four strands: dance, drama, music, and visual art. The term “arts” includes fine arts, popular arts, traditional arts, commercial arts, functional arts, and interdisciplinary arts with the understanding that there is overlap among categories as is the case in contemporary arts practice.

The Saskatchewan arts education curriculum provides students with a unique “way of knowing” the world and human experience. Research clearly demonstrates the benefits of arts education, not only for those students who have a special interest in the arts, but for all students facing a future that requires multiple literacies, creative and critical thinking, and innovative problem-solving abilities that will apply to their daily lives and any post-secondary education, careers, or other personal endeavours.

“Access to talented and creative people is to modern business what access to coal and iron ore was to steel-making”, writes Richard Florida, professor and head of the Martin Prosperity Institute at the Rotman School of Management at the University of Toronto. “It determines where companies will choose to locate and grow, and this in turn changes the way cities must compete”.

(Florida, 2002, p. 6)

Research included in **Learning, Arts, and the Brain: The Dana Consortium Report on Arts and Cognition**, and the report entitled **Critical Links: Learning in the Arts and Student Academic and Social Development**, demonstrates that arts education provides students with tremendous benefits including increased cognitive abilities, improved conflict resolution and other social skills, and higher levels of motivation and student engagement. (Deasey, 2002 & Gazzaniga, 2008)

Students in effective arts education programs will have opportunities to:

- apply creative processes in a variety of art forms and media
- develop self-confidence in their own creative abilities
- recognize that artists are thinkers, and that their imaginations and creativity contribute to the understanding of human existence
- investigate community and global issues explored by contemporary artists
- discover through the arts how societies express their histories, values, and beliefs
- celebrate Saskatchewan's and Canada's rich cultural and artistic heritage.

Arts and Learning Spaces

This curriculum requires that all students have opportunities to develop their own creativity and learn about the innovative work of Saskatchewan's arts community. Students are encouraged to partner with local arts and learning experts to immerse themselves in real-world creative processes and develop knowledge of Saskatchewan and Canadian arts expressions. These interactions help students to discover that artistic work is situated within personal, cultural, regional, and global contexts; embraces diversity and inclusion; and reveals distinct identities and a unique sense of place.

One of the major challenges facing schools today is finding effective ways to build new relationships with the wider community. When arts resources and expertise outside of schools are drawn upon, a new learning space is created, helping to remove boundaries between schools and communities. This new learning space enables a range of formal and informal arts education experiences to take place such as collaborative inquiry projects, intercultural exchanges, mentor-based relationships, and use of new interactive technologies to bring about a synergy of learning among students, teachers, and professional artists.

Many opportunities exist for schools and school divisions to enter into formal and informal partnerships with other educational institutions, visual artists, musicians and composers, dancers and choreographers, dramatic artists, filmmakers, and arts and cultural organizations. E-learning opportunities such as Live Interactive Video Education satellite broadcasts, arts and learning grant programs such as ArtsSmarts, web-based resources such as ARTSask.ca, art gallery outreach programs,

workshops with music, dance, and theatre groups, and long- or short-term artist residencies such as the Saskatchewan Arts Board's Partnership Explorations and Innovations grant programs are examples of arts and learning communities working together to provide meaningful educational experiences for all students.

Arts Education and Student Engagement

Current research on learning indicates that arts education has extremely positive outcomes in the area of student engagement. Students are more likely to develop deep understanding when they are actively engaged and have a degree of choice about what is being learned and how it is being learned and assessed. Student engagement is affected by a complex range of variables, but studies show that engagement is increased dramatically through effective instructional practices that include high quality arts education experiences.

Research-based indicators of high quality arts education programs include:

- an inclusive stance with accessibility for all students
- active partnerships between schools and arts organizations and among teachers, artists, and community
- shared responsibility among stakeholders for planning, implementation, assessment, and evaluation
- a combination of development within the specific art forms (education in the arts) with artistic and creative approaches to learning (education through the arts)
- opportunities for public performance, exhibition, and/or presentation
- provision for critical reflection, problem solving, and risk taking
- emphasis on collaboration
- detailed strategies for assessing and reporting on students' learning, experiences, and development
- ongoing professional learning for teachers, artists, and the community
- flexible school structures and permeable boundaries between schools and community.

(Adapted from Bamford, 2006, p. 140)

Mihaly Csikszentmihalyi refers to engagement as, "... a connection between something inside and an opportunity outside to ... produce something real". When students are engaged in their learning, the magic of discovery is tangible, visible, shared, and motivational, even for the observer.

(Pasquin & Winn, 2007, p. 176)

The arts provide opportunities for young people to experiment with ideas and put them into action Young people see the arts – personally and for their societies – playing unique social and educational roles, and they view their work as real, vital, and necessary.

(Brice Heath & Robinson, 2004, p. 108)

Student engagement depends on more than a charismatic teacher. The learning program must be relevant to students' lives and interests, and co-constructed with them. This type of democratic interaction requires a shift in ownership of the learning program from a solitary teacher-delivered program to increased teacher-learner-community collaboration.

Studies such as the Paul Hamlyn Foundation's *Learning Futures: Next Practice in Learning and Teaching* indicate that far too many students are disengaged from school and report that learning is often fragmented or disconnected, not relevant to real life, and is being done 'to' them instead of 'with' them. Involving students in learning experiences that encourage connection-making among the arts and other disciplines leads to learning that is deep (reflective, metacognitive), authentic (real-world contexts, meaningful to students' lives), and motivational (task/goal oriented, inspires students to further learning). Students who are engaged in high quality arts education programs take pride in their work and accomplishments, and recognize that their individual and collective voice is heard and respected.

Arts Education and Student Voice

Adam Fletcher, on his website *Soundout: Promoting Student Voice in School*, defines student voice as "the individual and collective perspective and actions of young people within the context of learning and education". Through long-term work on student engagement and student voice, Fletcher concludes that student voice is about learning, teaching, school improvement, youth development, school culture, diversity, integrity, and civic engagement. He states that student voice is formed from the "unique perspective of the young people in our schools. It is formed in the same ways that adult voice is; that is, experience and education help students create opinions, ideas, and beliefs to which they give their voice". Teachers and students who interact within high quality arts and learning spaces have learned how to negotiate and co-construct democratic learning models. Arts education is one of the most effective vehicles for empowering students to reflect on, act on, and give voice to their own opinions, beliefs, and ideas through the creation and presentation of their own arts expressions.

The following chart provides examples of arts education experiences and instructional approaches that encourage increased student engagement and respect for student voice.

An effective arts education program promotes student engagement and respect for student voice by providing opportunities for students to:

- become involved in planning a variety of personalized ways to achieve learning outcomes
- explore ideas and concepts, take risks, experiment, and improvise with processes and media
- develop understanding, skills, and abilities within meaningful contexts
- investigate and find solutions for a variety of artistic challenges
- ask questions about big ideas and topics that have relevance to students' lives
- design and collaborate on inquiry projects that address students' questions
- make connections among the arts and other disciplines
- work in partnership with teachers and professionals in the arts, in formal and informal settings
- have flexibility and choice among a variety of approaches to learning
- negotiate assessment practices including self-assessment
- collaboratively design assessment criteria and rubrics
- work with teachers, artists, and community members to document and share their learning with others.

Constructing Understanding Through Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding.

Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

(Mills & Donnelly, 2001, p. xviii)

Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students who are engaged in inquiry:

- construct deep knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

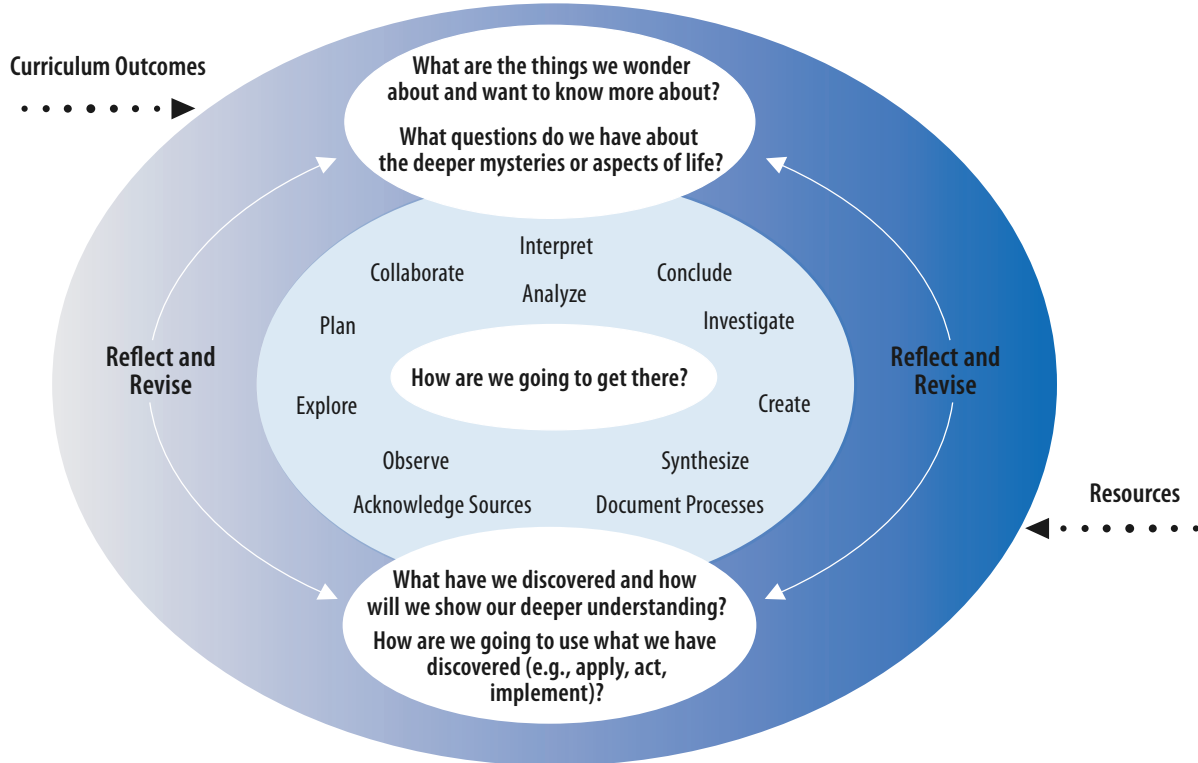
(Adapted from Kuhlthau & Todd, 2008, p.1)

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights, and co-construction of new knowledge.

Inquiry prompts and motivates students to investigate topics within meaningful contexts. The inquiry process is not linear or lock-step, but is flexible and recursive. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and develop new questions for further inquiry. The graphic on the following page represents various phases of this cyclical inquiry process.

Constructing Understanding Through Inquiry



Questions for Deeper Understanding

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

It is essential to develop questions that are evoked by student interests and have potential for rich and deep learning. These questions are used to initiate and guide the inquiry and give students direction for developing deep understandings about topics, problems, ideas, challenges, issues, or concepts under study.

The process of constructing compelling questions can help students to grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

An essential question engages the imagination in significant ways. People can know only a limited amount about the world through direct experience. We are most intrigued, puzzled and enchanted by experience that comes to us imaginatively. Without imagination, we could not ask the questions that drive science forward. We would have no art, no stories, no mathematics, no philosophy. Moreover, it is questions that spark the imagination that permit young and old to journey together into unknown realms. Imagination knows no bounds, no restrictions; nor do the questions we pose when we cultivate our powers of imagination. An essential question that arises from imaginative engagement is an important way to bring teacher, student and subject matter together in ways that enrich all three.

(Clifford & Friesen, 2007)

Conceptual Focus for Each Grade

To support inquiry into some of the 'big ideas' of interest to contemporary artists in all disciplines, and to provide meaningful contexts for inquiry, a different conceptual focus has been identified for each grade. Each focus allows for purely disciplinary and/or interdisciplinary teaching and learning. The focus serves as a higher-level conceptual organizer rather than relying on a narrower topic-oriented structure (e.g., conceptual focus of extinction vs. the topic of dinosaurs). These conceptual foci provide opportunities for students to make meaningful interdisciplinary connections and achieve deeper understanding (Drake & Burns, 2004, p. 37-43).

The focus for each grade is as follows: Identity for grade 6, Place for grade 7, Social Issues for grade 8, and Taking Action for grade 9. Each focus is required and incorporated into the learning outcomes for that grade. If time permits, teachers and students may also choose conceptual foci unrelated to those identified.

Effective Questions for Deeper Understanding:

- Cause genuine and relevant inquiry into the key ideas and core content.
- Provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions.
- Require students to consider alternatives, weigh evidence, support their ideas, and justify their answers.
- Stimulate vital, ongoing rethinking of big ideas, assumptions, or prior lessons.
- Spark meaningful connections with prior learning, personal experiences, and ways of knowing.
- Naturally recur, creating opportunities for transfer to other situations and subjects.

(Adapted from Wiggins & McTighe, 2005, p. 110)

Effective questions in arts education are the key to initiating and guiding students' investigations and critical thinking, problem solving, and reflection on their own learning. Sample questions such as those shown in the chart on the following page will move students' inquiry towards deeper understanding.

Grade	Focus	Arts Expressions	Sample Inquiry Questions
6	Identity	Works of art that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).	<ul style="list-style-type: none"> • If we were to represent our school or community identity, what would it look and sound like? • In what ways could our arts expression show people what we value? • How could this song, dance, drama, visual art work, or film tell people about our family histories or cultural backgrounds? • In what ways does an arts expression reflect the identity of its creator or community? • How do media and pop culture influence our identities and choices we make about music, clothing, hair styles, social activities, and so on? • How is personal, cultural, or regional identity represented in dance, drama, music, or visual art by Saskatchewan artists?
7	Place	Works of art that express ideas about the importance of place (e.g., relationships to the land, local geology, region, rural/urban environments).	<ul style="list-style-type: none"> • How have artists throughout the ages been inspired by the land and their environment? • How have ideas about farm settlement been expressed by artists in southern Saskatchewan? • How could we represent our relationship to the land through arts expressions? • How do First Nations dance and other art forms reflect traditional relationships with the land? • How could our arts expressions show people what our environment or community means to us? • What could our dance, music, drama, and visual art tell people about our town or neighbourhood? • How do Saskatchewan artists express a sense of place in their work?

8	Social Issues	Works of art that express ideas and student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).	<ul style="list-style-type: none"> • How does inclusion and exclusion affect us? • How could we represent our ideas about these social issues in our dance, drama, music, or visual art work? • How do the blues, hip hop, 60s folk music, and other arts reflect the social issues of their time and place? • What has been the relationship between the arts and social issues throughout history? • How do Saskatchewan and Canadian artists include social commentary in their work?
9	Taking Action	Works of art that serve as a means of raising awareness about topics of concern to youth.	<ul style="list-style-type: none"> • How do artists and the arts make an impact on the world? • How have artists throughout history raised awareness through the arts? • How could we take action on this concern through our own arts expressions? • What is the value of the arts? • How can we raise awareness about the value of the arts in our school and/or community? • Are there ways to create partnerships with the artists and others in our community to highlight this topic?

Before and during the inquiry process, students and teachers will formulate specific questions as a result of the larger umbrella inquiry question. These specific questions will help to direct students' investigations and research towards answering the initial inquiry question. Questions may be specific to one arts discipline or apply to several disciplines, and may be investigated by individual students or groups. The teacher's role is to guide students towards achieving the learning outcomes throughout the inquiry process.

An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible to themselves and others. Student documentation of the inquiry process in arts education may take the form of reflective journals, digital records, websites, presentation software, notes, essays, drawings, three-dimensional models, exhibitions of works of art, photographs, blogs, visual and multimedia displays, and audio and video recordings of rehearsals and performances.

Students are encouraged to extend their learning beyond the classroom. They may wish to share their learning through community performances or exhibits, or present their work to local, national, and international audiences through the use of technology.

Teachers can also benefit from using inquiry as a way to ask questions about, and reflect upon, their own professional practice in arts education. Teachers may form partnerships with other teachers, and with members of Saskatchewan arts and cultural communities, to document and present the results of their own collaborative inquiry processes. As teachers and artists engage in inquiry for their own professional development, they serve as excellent role models for students as lifelong learners.

Grade 6 Outcomes and Indicators

An effective arts education program focuses on grade-specific curriculum outcomes. Student learning outcomes describe what students will learn in a particular discipline over a specific time frame (e.g., grade 6). They specify the skills, knowledge, and attitudes that students are expected to know and demonstrate.

Critical Characteristics of Outcomes and Indicators

Outcomes:

- focus on what students will learn rather than what teachers will teach
- specify the skills, strategies, abilities, understandings, and knowledge students are expected to demonstrate
- are observable, assessable, and attainable
- are grade and subject-specific
- are supported by indicators which provide the breadth and depth of expectations for each outcome
- are written using action-based verbs
- identify the most important understandings and abilities to be developed in the specific grade level
- guide course, unit, and lesson planning.

Indicators:

- are a representative list of what students need to know and/or be able to do in order to achieve an outcome
- represent the breadth and the depth of the outcome.

Note: Additional and/or alternative indicators may be developed but they must be reflective of, and consistent with, the breadth and depth that is defined by the given indicators.

Inquiry-based documentation invites teacher and artist partners into an ongoing exploration of their practice, rather than a closed system of discrete activities. It also provides tools for peer-to-peer professional development that engages other teachers and artists outside of a particular partnership into an unfolding inquiry process that has the potential to revitalize school learning communities. The partnership's work makes teaching and learning visible for the wider arts and education world in ways that specific program evaluations do not.

(Burnaford, 2006, p. 3)

Focus: Identity

Creative/Productive (CP)

Students will inquire, create, and communicate through dance, drama, music, and visual art.

Dance

Outcomes

CP6.1 Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

Indicators

- a. Use inquiry in dance to extend understanding of identity (e.g., examine how pop culture trends influence youth identities):
 - Generate key questions to guide inquiry in dance (e.g., How could we represent through dance the unique identities of different peer groups?).
 - Summarize and focus knowledge of topic to determine information needs.
 - Generate additional relevant questions for deeper exploration.
 - Use the Internet and other relevant sources (e.g., print, digital, community) to research and gather ideas for dance-making.
 - Use the dance-making process to explore the central questions and ideas (e.g., How could we show through movement that each peer group has a distinct identity? How can we use hip hop or other dance forms to communicate our individual or community identities?).
 - Expand on dance and movement ideas in reflective records such as journals, blogs, and video or audio recordings.
 - Keep a record of dance phrases using invented and/or traditional notation symbols, and video where possible, to explore, record, and reconstruct movements.
 - Reflect, analyze, and make connections between the original topic or inquiry question and subsequent dance explorations.
- b. Investigate how a single idea can be developed in many ways and directions (e.g., How could we represent in movement the idea of an individual feeling isolated or excluded from a peer group?).
- c. Demonstrate self-awareness in decision making about own movement selections.

CP6.1 (continued)

- d. Reflect on how movement and dance elements can be organized to convey meaning in dance (e.g., What messages or ideas does our movement or dance communicate to an audience about identity?).
- e. Reflect upon choices made during dance-making process.

Outcomes

CP6.2 Investigate and manipulate elements of dance and principles of composition including repetition and contrast.

Indicators

- a. Investigate and demonstrate choreographic principles using the elements of actions, body, relationships, dynamics, and space.
- b. Analyze, discuss, and explore through movement, the principles of repetition and contrast in dance.
- c. Demonstrate ways that contrast creates interest or variety in dance.
- d. Use inquiry questions to guide investigations into the elements of dance and the principles of repetition and contrast (e.g., How could we use repetition and contrast in the dance sequences to show how people often follow pop culture trends?).
- e. Show how movements can be initiated from the centre or the periphery of the body and incorporated into dance.
- f. Extend repertoire of actions for expressive purposes and to demonstrate repetition and contrast.
- g. Create with own bodies various volumes and pathways on the floor and through space using repetition and contrast.
- h. Explore and apply biomechanical concepts and principles of force production, force absorption, and resistance (see grade 6 physical education curriculum outcome 6.7) during warm-ups and dance compositions.

Outcomes

CP6.3 Shape dance compositions using various choreographic forms (e.g., ABA).

Indicators

- a. Investigate and demonstrate different ways of sequencing and developing movements and phrases.
- b. Demonstrate expressive transitional movements between dance phrases and sequences.
- c. Explore various forms in own dance compositions (e.g., AABB, ABA, ABACA).
- d. Apply understanding of form as an organizing structure in dance.
- e. Experiment with the use of focus and apply to own work (i.e., where in space one's gaze is directed).
- f. Determine effectiveness of transitions and form in own dance compositions.

Drama

Outcomes

CP6.4 Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).

Indicators

- a. Sustain belief in own roles and in the roles assumed by others.
- b. Use language to achieve dramatic purposes when speaking and writing in role.
- c. Assume different types of roles and fictional identities in drama work.
- d. Demonstrate a willingness to take a risk in developing new roles.
- e. Reflect on, and explain, how the various roles function and express different identities within the work.
- f. Draw on own life experience and imagination when speaking and representing ideas in role.

Outcomes

CP6.5 Select and use focus, tension, conflict, and symbol to convey ideas.

Indicators

- a. Support the focus during pair and group work, improvisations, and the development of dramatic episodes.
- b. Suggest various ways to create a sense of tension or conflict in the drama work.
- c. Suggest various ways to use symbols in the drama work.
- d. Use the language and vocabulary of drama when reflecting on the work.
- e. Suggest ways to refine (e.g., their focus) and improve the work.
- f. Describe how ideas expressed through symbol, for example, in dramas and collective creations relate to own lives, cultures, and society.
- g. Assess and evaluate use of tension, conflict, and symbol in own work, and apply conclusions to new work.

Outcomes

CP6.6 Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

Indicators

- a. Use inquiry in drama to extend understanding about identity and how it is influenced:
 - Generate questions to guide inquiry in drama (e.g., What if we were to discover that we had suddenly switched identities with other people or creatures?).
 - Use the Internet and other sources (e.g., print, digital, community) to research and gain information and ideas that will contribute to the authenticity and significance of the drama.

CP6.6 (continued)

- b. Contribute ideas to the topic, focus, and development of the drama.
- c. Propose options and choose from among many possible drama strategies to help direct the course and quality of the work.
- d. Recognize that dramas, and episodes within dramas, have focus; and help to identify and maintain that focus.
- e. Understand how conflict and tension can impel a response or action in a drama.
- f. Examine ways of creating contrast in a drama (e.g., movement/stillness, sound/silence, and light/darkness).
- g. Use symbol to represent ideas about identity and to convey meaning in drama.
- h. Demonstrate a willingness to negotiate, accept the ideas of others, and work toward consensus in dramatic work.
- i. Confer with peers to decide how work will be documented and shared.
- j. Describe how the drama conveys ideas about identity, and how the drama might be refined.

Music

Outcomes

CP6.7 Demonstrate increased skills and abilities in the use of voice and instruments.

Indicators

- a. Experiment with voice and instruments by creating a wide variety of sounds and sound patterns.
- b. Extend skills in singing and expand ability to sing harmony and parts.
- c. Recognize, and be sensitive to, ways that voices change with age and musical experience.
- d. Distinguish among diverse voice types, styles, and forms of vocal expression.
- e. Sing, play, and create music that demonstrates a variety of techniques and styles.
- f. Demonstrate focused listening.
- g. Change the feel, style, or add another part to an existing piece of music.
- h. Prepare, rehearse, present, and assess own music performances.
- i. Collaborate on the identification and evaluation of performance criteria such as clarity, unity, and expression.

Outcomes

CP6.8 Investigate and manipulate elements of music and principles of composition including repetition and variety.

Indicators

- a. Use inquiry in music to extend understanding of the composition principles of repetition and variety:
 - Pose questions to guide inquiry into how elements of music can be manipulated to create repetition and variety (e.g., How can we demonstrate repetition and variety using rhythm? How can we manipulate texture to create repetition and variety? How are we using repetition and variety in our techno or hip hop beats and lyrics?)
 - Experiment with voice and instruments to explore the inquiry questions.
 - Collaborate with peers to document the inquiry process (e.g., traditional and/or invented notation, audio or video recording).
 - Rehearse and perform to share inquiry results with others.
- b. Demonstrate how musicians and composers use principles of composition such as repetition and variety as tools to organize the elements of music (i.e., rhythm, melody/pitch, dynamics, timbre/tone colour, texture).
- c. Identify repetition and variety in own music and the music of others, and analyze how it is achieved.
- d. Investigate how phrases in vocal and instrumental music can be repeated or contrasted with other phrases to create larger structural units (e.g., call/response, question/answer, rounds).
- e. Play rhythmic ostinatos inspired by music of various cultures, identifying how repetition and variety are achieved.
- f. Investigate ways that variety can add interest and repetition can hold a musical piece together.
- g. Create and manipulate melodic phrases using repetition and variety.
- h. Demonstrate balance between repetition and variety in a melody.
- i. Demonstrate and discuss how increase in texture (e.g., the addition of melodic/rhythmic patterns or ostinatos) can make music more interesting.
- j. Examine ways that silence can be used in compositions.
- k. Use the Internet and other sources (e.g., guest musicians) to identify, analyze, and create repetition and variety in different styles of music.

Outcomes

CP6.9 Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

Indicators

- a. Use inquiry in music to extend understanding of relationships between music and identity:
 - Generate questions to guide inquiry into ways that adolescents' identity might be influenced by, or reflected in, different musical styles.
 - Access a broad range of resources (e.g., print, digital, interviews, community) as sources of information.
 - Convey understanding of identity as expressed in own music compositions and/or performances.
 - Collaborate with peers to document the inquiry and composition process.
- b. Collaborate on the creation of sound compositions that convey a sense of identity (e.g., country, rock, blues, rave or electronic compositions; hip hop or rap commentaries on youth identity; 50s, 60s, 80s eras; various cultural identities).
- c. Explain how various compositions express identity.
- d. Reflect upon choices made during the composing process.

Visual Art

Outcomes

CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

Indicators

- a. Use inquiry in visual art to extend understanding of identity (e.g., examine how pop culture trends such as clothing design, hair styles, and visual images in mass media influence youth identities):
 - Generate key questions to guide inquiry in visual art (e.g., How could we visually represent the uniqueness and distinguishing attributes of different peer group identities?).
 - Summarize and focus knowledge of topic to determine information needs.
 - Generate additional relevant questions for deeper exploration.
 - Use the Internet and other sources (e.g., print, digital, community) to gather ideas for visual art.
 - Explore the central questions and ideas visually (e.g., How could we communicate visually that each peer group has a distinct identity but also share common concerns? In what ways do graffiti artists represent their identities? How could this mural or installation represent the diverse identities of students in our school?).

CP6.10 (continued)

- Expand on ideas in reflective records such as visual journals, blogs, and video or audio recordings.
- b. Investigate how a single idea can be developed in many ways and directions (e.g., How many different ways could we represent visually the idea of individual isolation or exclusion from a peer group?).
- c. Recognize valuable accidents in explorations and put them to use when appropriate.
- d. Demonstrate self-awareness in decision making about own choices of media, techniques, and subject matter.
- e. Reflect, analyze, and make connections between the original topic or inquiry question and subsequent visual art explorations.
- f. Reflect on how images, elements of art, and principles of composition can be organized to convey meaning and express identity in visual art (e.g., What messages or ideas does our art work convey about identity?).

Outcomes

CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.

Indicators

- a. Select various visual art forms (e.g., drawing, mixed media sculpture) to express ideas about youth and identity.
- b. Investigate how visual artists and popular media manipulate the elements of art (i.e., line, colour, texture, shape, form, and space) and principles of design (e.g., balance, rhythm, emphasis, variety, contrast, proportion/scale) to achieve intentions, and apply understanding to own work.
- c. Make keen observations of detail, and increase skills in representing unique features of individual people, animals, plants, and objects.
- d. Identify and create visual patterns.
- e. Examine ways of creating contrast (e.g., bold/subtle, rough/smooth, light/dark).
- f. Observe, interpret, and discuss the use of symbols to represent ideas.
- g. Use the Internet and other sources (e.g., local artists) to gain information about the use of symbolic imagery and apply to own work.
- h. Demonstrate how symbols and other images can be used to convey meaning (e.g., create a visual statement about personal and/or cultural identity).

Outcomes

CP6.12 Demonstrate increased skills and problem-solving abilities in a variety of visual art media.

Indicators

- a. Explore and determine appropriate media, technology, forms, and methods for visual expression.
- b. Demonstrate skillful use of a range of appropriate tools, technology, materials, and techniques.
- c. Recognize that decision making and problem solving are essential to the creative process, and apply to own work.
- d. Describe own critical and creative thinking, decision-making, and problem-solving processes.

Critical/Responsive (CR)

Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry.

Dance, Drama, Music, Visual Art**Outcomes**

CR6.1 Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).

Indicators

- a. Demonstrate critical and creative thinking when responding to the work of Saskatchewan and other Canadian dance, drama, music, and visual artists (e.g., composers, graphic artists, architects, actors, filmmakers).
- b. Recognize that cultural background and experiences affect responses to arts expressions and the understanding of symbols and meanings.
- c. Discuss interpretations of arts expressions and create own expressions in response to the original work.
- d. Describe how personal response and own arts expression connects to the original work.

Outcomes

CR6.2 Investigate and identify ways that the arts can express ideas about identity.

Indicators

- a. Analyze and describe how identity may be expressed through various styles and forms of art.
- b. Reflect on and discuss the intentions, problem-solving processes, and interpretations of own and others' arts expressions including how they relate to the concept of identity.
- c. Demonstrate awareness that artists are curious about their world and explore significant questions and concepts such as identity.

Outcomes

CR6.3 Examine arts expressions and artists of various times and places.

Indicators

- a. Describe, analyze, interpret, and draw conclusions about the content and aesthetics of various arts expressions.
- b. Interpret and evaluate art works in an informed manner, and expand arts vocabulary.
- c. Support opinions about arts expressions with evidence found in the work and further study.
- d. Describe the many contributions artists make to community life (e.g., research and interview local artists).
- e. Demonstrate open-mindedness when responding to arts expressions.
- f. Consider informed opinions and worldviews that differ from their own.
- g. Discuss personal characteristics and career requirements of professional artists (e.g., self-discipline, passion, post-secondary education, contract and seasonal work, independent learners, entrepreneurial and grant writing abilities).

Cultural/Historical (CH)

Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.

Dance, Drama, Music, Visual Art**Outcomes**

CH6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

Indicators

- a. Apply critical thinking when analyzing and describing how identity is expressed in arts expressions (e.g., hip hop, blues, country music).
- b. Participate, when possible, in partnerships with Saskatchewan artists and arts organizations to increase understanding of arts content and practices, and to understand how identity may be expressed in various art forms.
- c. Use inquiry and share findings about professional artists in Saskatchewan, examining their expressions and various identities.
- d. Describe why personal and cultural identity is often an important influence in the creation of arts expressions.

Outcomes

CH6.2 Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.

Indicators

- a. Formulate questions and conduct an inquiry to discover how the work of various contemporary First Nations, Métis, and Inuit dance, drama, music, and visual artists expresses cultural identity.
- b. Observe, listen to, and inquire about the traditional protocols that may affect contemporary arts expressions (e.g., What do Saulteaux Elders think about the inclusion of sacred aspects of culture such as painting on tipis by contemporary artists?).
- c. Analyze and discuss how artists reflect cultural identity in their work.
- d. Make connections between traditional expressions of cultural identity (e.g., throat singing, quill work) and the ideas of contemporary artists.
- e. Engage in research (e.g., interviewing a group of women contemporary fancy dancers) to deepen understanding of how cultural identity is expressed in contemporary work.

Outcomes

CH6.3 Investigate arts expressions from a range of cultures and countries, and analyze how cultural identity is reflected in the work.

Indicators

- a. View and listen to a range of traditional and contemporary arts expressions from around the world.
- b. Use the Internet, and other sources such as community resource people, to help identify, discuss, and analyze traditional and contemporary arts expressions from specific cultural groups.
- c. Compare traditional and contemporary arts expressions from specific cultural groups (e.g., traditional Francophone music compared to contemporary Francophone music).

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

Assessment involves the systematic collection of information about student learning with respect to:

- achievement of provincial curricula outcomes
- the effectiveness of teaching strategies employed
- student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning, monitoring of her/his own progress, and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle, using a variety of tools
- provides the foundation for discussions on placement or promotion.

Assessing Process and Product in Arts Education

Evaluation includes assessment of the learning outcomes that address the creative/productive, cultural/historical, and critical/responsive goals of the curriculum. Evaluation of these grade-specific outcomes includes assessment of students' creative and responsive processes, as well as any culminating products that may result from their arts experiences.

During creative and responsive processes, the teacher observes and provides feedback on each student's struggles with problem solving, willingness to try new things, and application of knowledge, skills, and critical and creative thinking. While some aspects of the arts education program include the development of a concrete product (such as an exhibit or public performance), many products of learning in the arts are actions or behaviours that take place over time and are not easily captured for later reflection and appraisal. Two major challenges of student assessment in the arts education program are determining observation criteria and documentation methods.

It is important to involve students in the development of assessment criteria. Self-evaluation is essential to developing students' abilities in the arts. Students should learn that artists reflect on their work throughout the creative process and that self-reflection and ongoing assessment is an essential part of creativity. Students can act as full participants in the assessment and evaluation of their own growth by collaborating with the teacher in setting personal goals and planning for their learning, engaging in reflection and self-assessment, documenting their processes, and developing student-constructed performance tasks.

Artistic products or other final projects give only a partial view of each student's development in the arts. Ongoing assessment of artistic processes is essential to achieving a complete and balanced evaluation of the student's overall learning.

Teacher Note:

Artistic products or presentations are not to be evaluated in isolation, but must always be evaluated in conjunction with the students' creative problem-solving processes, their intentions, and their previous work that year in relation to the arts education outcomes.

It is important to note that this curriculum recognizes that asking good questions, challenging oneself personally, and exploring new ideas and ways of working are essential factors in artistic development. This presents a risk to the students in that the final product or presentation may not turn out as well as it might have if they had "played it safe" and worked in a more repetitive or familiar way.

Students may be reluctant to challenge themselves or take risks with their work if students know that all their work will eventually be on display or presented to others publicly. Because much of their daily work in arts education will be process-oriented and of a problem-solving nature, it should be made clear to students that not all of their work will result in a public presentation. Should a teacher or the students themselves desire, on occasion, to show some of their work to others, it is essential to involve the students in the selection and decision-making process.

It is important for both teacher and students to note that while students must be encouraged to take pride in their artistic products, the creative process is equal in importance to the resulting product.

A variety of strategies is required to assess and evaluate student progress in both process and product in arts education. One effective approach used in dance, drama, music, and visual art is portfolio assessment.

Portfolios

Artists were among the first people to make extensive use of portfolios to maintain and present work. Portfolios have been recognized as an excellent method of accumulating and presenting students' work in the arts for many years. Students who use portfolios learn that reflection and revision are important aspects of the creative process.

Portfolios help students become independent learners who are responsible for setting their own goals and for reflecting critically on work and progress. Students need to be involved in developing

the criteria by which work and portfolios will be evaluated.

Portfolios may contain:

- notes
- comments
- questions
- rough sketches
- critiques of students' and others' work
- research
- essays
- video and audio recordings
- notebooks
- photographs
- journals
- various examples of the students' work.

Portfolios need not include only students' best work; rough drafts or recordings, and early versions are excellent vehicles to spark dialogue during teacher-student conferences and to allow for reflection upon personal growth and development.

Discussing works in progress with others helps students refine their arts expressions. By considering portfolios when teaching and assessing, teachers encourage students to develop critical thinking and creative abilities similar to those used by professional artists, and motivate students to take responsibility for their own learning.

Reviews of student work can occur during the creative process itself, where drafts and other first attempts at creation or production may be included as works in progress. These sketches, drafts, or preliminary recordings and videotapes may be housed in each student's *working portfolio*. Students might periodically select items or exhibits from their working portfolios to place in a *presentation portfolio*. Both types of portfolios are to be included in the assessment process.

Portfolio Conferences

Individual portfolio review sessions are an integral part of ongoing assessment practices throughout the year. Portfolio conferences may be used in many ways and are a good focus for discussion between and among the following:

- teacher and student
- student and peer
- teacher and parent/guardian
- teacher, student, and parent/guardian
- an interdisciplinary teaching team that may sometimes include visiting artists.

Teacher Note:

Portfolio assessment takes time and requires commitment from teachers and students. It is important to remember that the time students spend helping to develop criteria, selecting work to include, and discussing their creative process and products is time well spent. Rather than being time lost, critical reflection is an important part of each student's learning and creative process.

Digital Portfolios

Some schools make a regular practice of maintaining student portfolios over a number of semesters or years. This practice allows students, teachers, and parents/guardians to see compiled evidence of growth that can be a source of satisfaction as progress is observable for every student.

Digital portfolios are a practical way to demonstrate student growth over time. Space is often a problem for storage of visual art works and students' portfolios. As music, dance, and drama rehearsals and performances are fleeting, they are not as easily captured for analysis and reflection. Audio recordings, videos, and digital portfolios can help students recall and evaluate their work, alleviate the problem of lack of space, and provide for short- and long-term storage of evidence of student work.

The portfolio may contain print, photographs and other graphics, and videos. Teachers may plan to have students collaborate with other technology-oriented classes to create these types of portfolios.

As with a traditional portfolio, students need to determine what works to include and what they could tell the reviewer about the creative process used. Naturally, students are involved in the selection process to encourage personal responsibility for learning. In addition, students should, whenever possible, help to establish rubrics or lists of assessment criteria for items within the portfolio, based on the specified learning outcomes.

Rubrics

Rubrics are useful tools for assessing and evaluating to improve student learning. They describe levels of performance qualities ranging from not yet meeting expectations to exceeding expectations for a lesson, unit, project, or portfolio.

The purpose of a rubric is to help make expectations clear, to give students feedback about their work in progress, and to clarify the criteria upon which work will be evaluated. Rubrics can be used to provide students with specific information about their strengths and to highlight areas in need of improvement.

Rubrics can be useful in peer and self-assessments and can encourage students to reflect critically on the qualities of their own artistic processes and products. Students and teachers may work together to create a rubric for the assessment of one small task, a performance, or an entire portfolio or major project.

Creating Rubrics

The following steps for designing a rubric have been adapted from Andrade, 1997:

1. **Look at examples.** Show the students good and poor examples of work that are similar to the work they will be doing. Students may agree or disagree with the assessment of the quality of the examples. Some disagreement will add depth to the discussion of the rubric criteria. Help students to identify the characteristics that make the various examples strong or weak. If examples do not exist, begin with step 2.
2. **Discuss outcomes and list criteria.** Discuss the project and review the specific learning outcomes with the students. Work with the students to make a list of the important assessment criteria, or as suggested by Andrade, help the students to list “what counts”. Criteria from the students’ list can then be combined when there is overlap, emphasized where necessary, or separated for clarification.
3. **Describe levels of quality.** Work together to write a clear description of the best quality and poorest quality examples. Fill in the middle levels based on discussion with students and the teacher’s knowledge of typical outcomes and problems the students may encounter. Avoid unclear language in the descriptions. For example, in visual art “varied use of line” or “different kinds of lines” may be understood more clearly by students than “creative use of line” that could be more difficult to define.
4. **Create a draft.** Create a draft rubric based on the levels of qualities described in step 3. Examine the rubric with the students to determine which points need further clarification or expansion.
5. **Revise and use the rubric.** Revise the rubric and use it to assess the students’ work, and to provide feedback on their progress. The rubric may require several revisions. Encourage students to use the rubric when assessing their own work and that of their peers.

Translating Rubrics into Grades

One way to transfer the information within a rubric into a percentage grade is to change each level on the rubric to a word or number that represents the range for a particular percentage.

For example, level 4 on the rubric might = excellent or 85, level 3 = good or 75, level 2 = satisfactory or 65. Circle the level that the student has achieved for each outcome or criterion listed on the rubric, average the scores, and assign a result for the rubric.

One project may require more than one rubric. In those cases, the rubrics are added together to come up with a numeric score. The teacher may decide to assign more weight to some criteria or specific rubrics. Such weighting needs to be discussed with students in advance.

Recordkeeping, Grading, and Reporting

Students and their parents need to know the outcomes and assessment criteria upon which an evaluation was made. It is important to develop a composite profile of each student's progress for each reporting period in order to provide concrete information to students and parents.

Report cards and parent-teacher interviews provide excellent opportunities to increase parents' awareness of the substantive content of the arts education program and of the benefits derived from student involvement.

Observation forms, portfolios, and other pertinent material should be maintained whenever possible for reference and discussion. This is particularly valuable when reporting student progress that was not assessed through more familiar methods such as written tests or essays.

It is imperative that reports to students and parents are based upon evidence. In order to develop a comprehensive record of growth, teachers have to rely upon a wide variety of assessment techniques and upon accurate observation and recordkeeping.

It is the responsibility of the school division, school principal, and teaching staff to establish student evaluation and reporting procedures consistent with the philosophy, goals, and outcomes of the curriculum.

It is important that teachers make clear to students, in advance, the purpose of the assessments and whether they will be used as part of a final grade or summative comment. Students need to know what is being evaluated as well as how it is being evaluated.

Evaluation criteria, based on curriculum outcomes, needs to be discussed with students throughout the year – before, during, and after each unit of study so students may be active participants in their own evaluation process. In fact, the students themselves may help to set the assessment criteria once students understand the intent of the outcomes and indicators.

The reporting of student progress may take the form of descriptive reports in addition to a final grade. When translating assessment data into marks or summative comments, teachers should ensure that all of the outcomes for that grade have been assessed over the course of the year.

At times during the year, teachers may place more emphasis or weight on certain outcomes depending upon the particular activity, project, or experience in which the students have been involved. The final mark or summative comments should reflect a balance among the outcomes. The year's experiences should also reflect a balance among the three goals of the curriculum (creative/productive, cultural/historical, critical/responsive).

The teacher and the report card must indicate clearly to both students and parents that arts education is a Required Area of Study that is developing important understandings, abilities, and attitudes in dance, drama, music, and visual art.

Following is a Sample Rubric for Assessing the Creative Process and a Sample Rubric for Assessing Responses to Arts Expressions.

Sample Rubric for Assessing the Creative Process

This rubric may be adapted for use with several outcomes such as CP6.10: Create visual art works [or music, dance, drama] that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

Level 4	Level 3	Level 2	Level 1
Consistently generates insightful questions, proposes additional relevant questions, and uses a wide range of information sources during inquiry. Planning is thorough and the resulting product is well developed and presented.	Often proposes questions for inquiry, proposes additional relevant questions, and uses several information sources. Planning is evident and the resulting product is completed with some need of refinement.	Sometimes contributes questions for inquiry, and accesses a few information sources. Planning is limited and the resulting product is adequate but in need of considerable revision.	Requires repeated encouragement to contribute questions for inquiry, and shows little initiative in accessing information sources. Requires modeling regarding planning and resulting product is incomplete.
Consistently contributes ideas and expands on the original idea in innovative ways during development.	Often explores or contributes ideas and can develop an idea beyond beginning stage.	Sometimes explores or contributes ideas but has some difficulty developing an idea beyond beginning stage.	Rarely contributes ideas or develops ideas beyond beginning stage.
Work is fully developed and demonstrates age-appropriate skills and expressive techniques.	Work is adequately developed and attempts are made to improve skills and techniques.	Work is somewhat developed but skills and techniques are lacking in major areas.	Little or no regard for development or application of skills or techniques.
Often demonstrates effective problem-solving abilities. Provides a range of alternatives or innovative solutions.	Moderately effective problem-solving abilities. Provides occasional solutions.	Minimally effective problem-solving abilities. Has difficulty solving many problems.	Ineffective problem-solving abilities. Always relies on others to solve problems.
Self-motivated and works independently at an advanced level.	Needs some direction but can work independently.	Rarely works independently.	Never works independently; needs constant support and guidance.
Demonstrates consistent leadership ability and uses mediation skills as needed in group creative processes.	Contributes some ideas and works cooperatively with others on most occasions.	Rarely contributes ideas or solutions to the group process.	Disrupts or does not contribute to group process.
Always uses reflective thinking when engaged in inquiry and the creative process. Explanations of the ideas and/or concepts expressed are thorough.	Sometimes uses reflective thinking when engaged in inquiry and the creative process. Explanations of the ideas and/or concepts expressed are adequate.	Rarely uses reflective thinking when engaged in inquiry and the creative process. Explanations of the ideas and/or concepts expressed lack clarity.	Does not demonstrate reflective thinking when engaged in inquiry and the creative process. Has difficulty explaining ideas and/or concepts expressed.

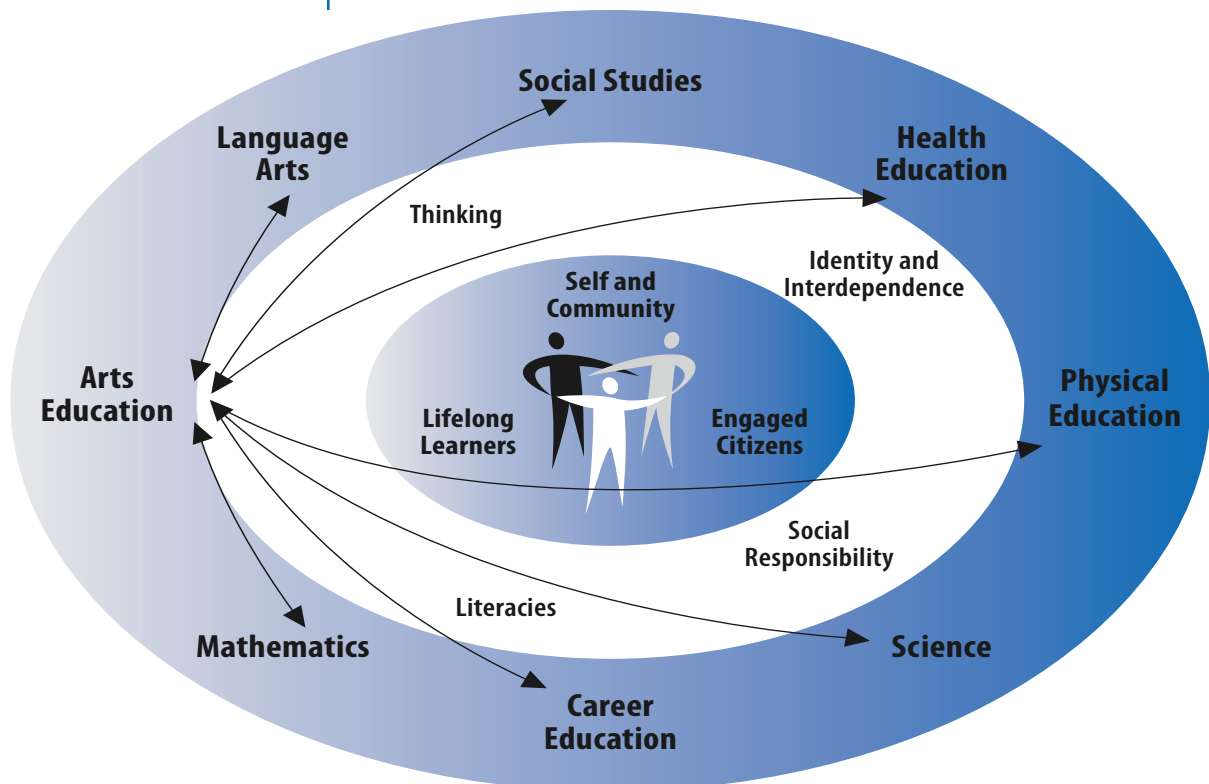
Sample Rubric for Assessing Responses to Arts Expressions

This rubric may be adapted for use with several outcomes such as CR6.3: Examine arts expressions and artists of various times and places.

Level 4	Level 3	Level 2	Level 1
Consistently demonstrates critical and creative thinking when responding to the work. Consistently applies prior knowledge to new situations. Uses arts terminology appropriately.	Often demonstrates critical and creative thinking when responding to the work. Often applies prior knowledge in new situations. Attempts to use arts terminology appropriately.	Occasionally demonstrates critical and creative thinking when responding to the work. Applies prior knowledge sporadically. Rarely uses arts terminology.	Demonstrates limited critical or creative thinking. Has difficulty applying prior knowledge. Does not use arts terminology.
Thoughtfully examines and describes the work using focused observation. Analysis is thorough and explains key relationships among parts to whole. Willing to consider several interpretations. Provides insightful interpretations and supports opinions based on evidence in the work.	Adequately examines and describes important features of the work. Provides general analysis of the work. Provides reasonable interpretation and supports opinions with some evidence.	Examines and provides a general description of the work. Analyzes in a vague or limited way. Provides a simplistic interpretation with little supporting evidence.	Offers first impressions and vague descriptions of work. Does not focus attention on the work. Rarely contributes to analysis. Interpretations are presented with difficulty and lack evidence.
Asks thoughtful and compelling questions in response to the work. Accesses multiple sources of information during inquiry. Synthesizes ideas well and conveys research findings in engaging manner.	Often asks relevant questions in response to the work. Accesses several sources of information during inquiry. Synthesizes and conveys research findings adequately.	Sometimes asks questions in response to the work. Accesses a few sources of information during inquiry. Has some difficulty synthesizing and conveying findings.	Rarely asks questions in response to the work. Research is limited to one or two sources during inquiry. Information is presented as found in original source as opposed to synthesizing information.

Connections with Other Areas of Study

Although some learning outcomes or subject area knowledge may be better achieved through discipline-specific instruction, deeper understanding may be attained through the integration of the disciplines. Some outcomes for each area of study complement each other and offer opportunities for interdisciplinary teaching and learning. Making connections among the arts strands, and with other areas of study, can help students increase the breadth and depth of their learning.



By using a particular conceptual focus or context as an organizer, outcomes from more than one subject area can be achieved. Interdisciplinary learning can increase students' understanding of the related disciplines and conceptual connections. Interdisciplinary instruction, however, must be more than just a series of activities. Each individual subject area's outcomes must be achieved to ensure that in-depth learning occurs. If deep understanding is to occur, a unit or sequence of lessons cannot be based on superficial or arbitrarily connected activities (Brophy & Alleman, 1991). The outcomes and activities of one area of study must not be obscured by the outcomes or activities of another area of study (Education Review Office, 1996, p. 13).

As students research in the arts and explore contemporary art practice, they will encounter terminology such as interdisciplinary, multidisciplinary, transdisciplinary, intermedia, multimedia, and so on. Much contemporary art blurs the boundaries among art forms and other disciplines, and definitions for these terms are constantly evolving. For the purposes of this curriculum, the term interdisciplinary refers to interactions of two or more disciplines in response to a contemporary artistic challenge (e.g., explorations of relationships between dance and photography), or to art practice that employs new technologies in a manner that challenges traditional definitions of arts disciplines. Following are some connections that may be made between the conceptual focus and learning outcomes in arts education and those of other areas of study.

Arts Education	Grade 6 - Identity	Grade 7 - Place	Grade 8 - Social Issues	Grade 9 - Taking Action
Career Education	CG6.1 Investigate the influence of a positive self-image [identity] on one's life.	CC7.2 Analyze the contributions work [in the arts] makes to the individual and their community, including globally.	CC8.2 Determine the contributions that work and work alternatives [in the arts] such as volunteerism make to the community and identify their importance to society.	LW9.2 Use acquired knowledge to create a plan for [incorporating the arts in] life and work based on one's preferred future.
Health Education	USC6.1 Analyze the factors that influence the development of personal standards and identity	USC7.4 Demonstrate ... understanding of the importance of nurturing harmony in relationships (with self, others, and the environment)	USC8.2 Analyze how personal prejudices/biases, and habits of mind shape assumptions	AP9.12 Design, implement, and evaluate three eight-day action plans that [use the arts to] demonstrate responsible health promotion
Language Arts	CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices) <i>Personal and Philosophical Context</i>	CC7.2 Create and present a teacher-guided inquiry project related to a topic [e.g., place], theme, or issue <i>Environmental and Technological Context</i>	CC8.1 Create various visual, oral, written, and multimedia (including digital) texts that explore ... social responsibility <i>Social, Cultural, and Historical Context</i>	CC9.1b Create various visual, multimedia, oral, and written texts that explore ... social responsibility (e.g., Equal Opportunity), and efficacy <i>Social, Cultural, and Historical Context</i>

Arts Education	Grade 6 - Identity	Grade 7 - Place	Grade 8 - Social Issues	Grade 9 - Taking Action
Mathematics	P6.3 Extend understanding of patterns and relationships by using expressions ... involving variables [in dance, drama, music, and visual art].	SS7.3 Demonstrate an understanding of 2-D relationships involving lines and angles [in visual art].	SS8.4 Demonstrate an understanding of tessellation by: ... creating tessellations [in visual art].	SS9.4 Demonstrate understanding of line and rotation symmetry [in dance and visual art].
Science	DL6.1 Recognize, describe, and appreciate the diversity of living things in local and other ecosystems [as expressed by Saskatchewan artists].	IE7.4 Analyze how ecosystems change in response to natural (e.g., ecological succession) and human influences ... [in relation to one's place in Saskatchewan].	WS8.3 Analyze natural factors and human practices that affect productivity and species distribution in marine and fresh water environments [e.g., social issues].	CE9.4 Critique impacts of ... electrical energy production and distribution in Saskatchewan [e.g., express student perspectives through the arts].
Social Studies	IN6.1 Evaluate and represent personal beliefs and values by determining how culture and place influence them [identity].	DR7.2 Appraise the impact of human habitation on the natural environment [place] in Canada ...	IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity [as expressed through the arts].	PA9.3 Investigate the roles and responsibilities of ... citizens in contemporary Canada [e.g., express student perspectives through the arts].
Physical Education	Refer to the following chart entitled "Dance in Arts Education and Physical Education" to determine connections and distinctions between dance in the two areas of study.			

Dance in Arts Education and Physical Education

Dance in Arts Education	Dance in Physical Education
Focus: Dance in arts education is a performing art.	Focus: Dance in physical education is a body management activity.
<p>The purpose of dance in arts education is to engage students in:</p> <ul style="list-style-type: none"> • exploring and expressing ideas and communicating with an audience • learning about dance within its cultural and historical contexts • responding thoughtfully and critically when viewing dance performances. 	<p>The purpose of dance in physical education is to engage students in:</p> <ul style="list-style-type: none"> • exploring rhythmic activities as well as cultural, social*, and contemporary dance as a means to positively influence both health-related and skill-related fitness • making critical and creative decisions about how to skillfully move the body • implementing and reflecting on positive relationship skills.
<p>K-12 Creative/Productive Goal</p> <ul style="list-style-type: none"> • focus on the creative process • explore questions and solve expressive movement problems • communicate ideas through dance • participate in individual and collaborative dance making and creative problem solving • transform ideas into abstract symbolic movement representations • create and sequence dance phrases and movement transitions within a choreographic structure or form • reflect critically on own work. 	<p>K-12 Active Living Goal</p> <ul style="list-style-type: none"> • focus on participation in moderate to vigorous movement activity, including dance • set goals to benefit health-related fitness • reflect critically on the benefits of participation in a variety of movement activities, including dance.
<p>K-12 Critical/Responsive Goal</p> <ul style="list-style-type: none"> • view and respond to the work of Canadian and International dancers and choreographers • view a wide range of dance forms and styles • research dancers and choreographers and their work • critique the work of Canadian and International dancers and choreographers. 	<p>K-12 Skillful Movement Goal</p> <ul style="list-style-type: none"> • enhance quality of movement through critical and creative sequencing of skills • transfer movement concepts, skills, and strategies through a wide variety of movement activities, including a dance.
<p>K-12 Cultural/Historical Goal</p> <ul style="list-style-type: none"> • understand the role of dancers and choreographers in society • discover artistic traditions and innovations (e.g., the work of contemporary Canadian choreographer Bill Coleman or pioneering American choreographer Martha Graham) • learn about the role of heritage and contemporary social dances, ** past and present. 	<p>K-12 Relationships Goal</p> <ul style="list-style-type: none"> • relate respectfully in a wide variety of movement activities, including dance • promote personal, social, and cultural well-being through movement activities, including dance.

*Note: If students are learning a social dance in physical education, this body management activity is being used for the purpose of engaging in a moderate to vigorous movement activity to benefit health-related fitness, to enhance locomotor, non-locomotor, and manipulative skills through critical and creative applications, and to incorporate respectful behaviours in social interaction. Historical and cultural connections will also underlie any experiences in social dance.

**Note: If students are learning a social dance in arts education, the activity is contained within a larger unit or sequence of lessons focusing on the role of that dance within its cultural and historical tradition or time period (e.g., the shoemaker's dance taught within a unit on occupations; the grass dance taught within First Nations powwow tradition; or hip hop as a contemporary cultural and social expression of urban youth).

Glossary

General

Conceptual focus - A different focus, or high level conceptual organizer, identified for each grade in arts education which allows for purely disciplinary and/or interdisciplinary teaching and learning.

Context - The background, specific circumstances, and interrelated conditions in which something exists or occurs.

Metacognition - The ability to think about and reflect on one's own thinking and learning processes.

Dance

AB - A choreographic form in which the A part represents a phrase of specified length and the B part represents a different phrase of specified length.

ABA - An extension of the AB choreographic form/structure; after the B phrase, the piece returns to the A phrase.

Actions - What the body is doing. Includes locomotor and non-locomotor movements; for example, running, jumping, twisting, gesturing, and turning.

Alignment - Body placement or posture; proper alignment lessens body strain and promotes dance skills.

Asymmetry - An uneven, irregular design.

Body bases - Body parts that support the rest of the body. For example, when standing, the feet are the body base; when kneeling, the knees are the body base.

Body parts - Arms, legs, head, torso, and so on.

Body zones - Body areas of right side, left side, front, back, upper half, and lower half.

Binary form - Two-part structure: AB.

Call and response - A choreographic form in which one soloist or group performs, and the second soloist or group enters in response to the first.

Canon - A choreographic form in which movements introduced by one dancer are repeated exactly by subsequent dancers in turn.

Chance - A choreographic process in which movements are chosen at random or randomly structured to create a movement sequence or a dance.

Choreographic devices - Composition principles that can be manipulated to develop dance choreography (e.g., repetition, contrast, tension and resolution, sequencing and development, transition, unity, variety).

Choreographic form - The way in which the choreography of a dance is structured. For examples of choreographic form, see: AB, ABA, call and response, canon, narrative, rondo.

Choreographic process - The method (e.g., teacher direction, group collaboration, collage, chance) by which choreography is developed.

Dance phrase - A logical sequence of movements with an observable beginning, middle, and end.

Directions - Forward, backward, sideways, up, and down.

Duration - The length of time needed to do a movement; very short to very long.

Dynamics - The dance element which relates to how a movement is done.

Elements of dance - The basic components of movement (e.g., actions, body, dynamics, space, relationships).

Energy - Muscular tension used to move; ranges from a little to a lot.

Even rhythm - Movements of equal duration; for example, walking.

Form - Structure of dance compositions.

General space - The dance area.

Idea - A visual, auditory, or kinaesthetic concept, or a combination of these, within an arts discipline.

Improvisation - Spontaneous movement in response to a stimulus.

Kinesphere - See personal space.

Levels - Movements might take place on three levels: high level, middle level, and low or deep level.

Locomotor movements - Movements that travel from one location to another.

Meaning - What an artist expresses in an art expression; or what an audience understands and interprets.

Metric rhythm - The grouping of beats in a recurring pattern.

Motif symbols - Symbols that represent movements (see Notation).

Movement motif - A movement or gesture that can be elaborated upon or developed in a variety of ways in the process of dance choreography.

Movement sequence - A series of movements, longer than a phrase, but shorter than a section of a dance.

Movement vocabulary - All the actions the body can make.

Narrative structure - A choreographic structure that tells a story.

Non-locomotor movements - Also called axial; movements which do not travel; moving or balancing on the spot.

Notation - Graphic shapes and lines (traditional or invented) used to represent movement (see Motif symbols).

Pathways - Patterns or designs created on the floor or in the air by movements of the body.

Personal space - Also called kinesphere; the space reached while stationary.

Principles of composition - Choreographic devices that can be manipulated to develop dance choreography (e.g., repetition, contrast, climax and resolution, sequencing and development, transition, unity, variety).

Qualities - Characteristics of a movement.

Relationships - The body's position relative to something or someone.

Rondo form - A dance structure with three or more themes where one theme is repeated: ABACAD

Shape - The design of a body's position.

Size - Magnitude of a body shape or movement; from small to large.

Speed - Velocity of movements; from slow to fast.

Symmetry - A balanced, even design.

Ternary form - Three-part structure: ABA.

Time signature - A symbol that denotes a metric rhythm; for example, 3/4 or 4/4.

Uneven rhythms - Movements of unequal duration; for example, skipping.

Drama

Belief - The commitment of students to the work.

Brainstorming - A method of generating a large number of ideas.

Choral speaking - A means by which student-created or published literature (e.g., poetry, chants, raps, scripts, stories) is interpreted and communicated vocally by a group.

Commitment - The ability to sustain belief for as long as the drama demands, and a recognition and understanding of the purpose of the work.

Consensus - A group decision that everyone in the group agrees to support.

Contrasts - Dynamic use of movement/stillness, sound/silence, and light/darkness.

Costume design - Illustrations of the stage apparel to be worn by actors.

Dance drama - Expressive movement through which ideas, stories, sounds, and music can be interpreted. It can be used to express such episodes as dream sequences, flashbacks and flashforwards, and parts of celebrations.

Drama - An art form that is concerned with the representation of people in time and space, their actions, and the consequences of their actions.

Drama in context - Dramas are structured to provide a context, a situation, or a metaphoric framework in which students and teacher assume roles and enter into a fictional world prepared to accept and “live through” an imagined situation.

Dramatic processes - Includes the processes involved in creating works of dramatic art, whether they be original works by students or re-creations of scripted materials. Dramatic processes include such things as choosing a topic, researching, synthesizing, identifying the focus of the work, translating ideas into dramatic form, reflecting, refining, scripting, rehearsing, and performing.

Episodes - Parts of the whole drama work. A series of events which may be sporadically or irregularly occurring and extend students’ understanding of themes and characters.

Flashbacks and flashforwards - Moving back and forward in time in order to extend students’ understanding of themes and characters.

Focus - Knowing what the drama is about and structuring each step of the work so that the students are able to explore and make new discoveries about that particular concern.

Hot seating - A group, working in or out of role, questions or interviews other students who remain in role.

Imaging - A technique that allows the students to slow down and focus on an issue. The students, sitting quietly with eyes closed, allow pictures to form in their minds. These images may be motivated by bits of narration, music, sounds, smells, and other stimuli.

Improvisation - Any unscripted work in drama.

Interviews - A drama strategy in which students are involved in any kind of fictional interview situation.

Journeys - Can provide not only a strategy but, if focused, a context for a drama. Students can explore different kinds of journeys ranging from journeys into space, to journeys to new lands.

Marking the moment - A reflective strategy that highlights or focuses on a key moment, feeling, or understanding in the drama.

Meetings - An effective strategy by which the whole group can establish focus and begin to build belief in a fictional situation.

Mime - Can be a highly sophisticated silent art form in which the body is used as the instrument of communication. In drama, mime enables the students to explore and represent ideas and events through movement and gesture.

Monologue - A piece of oral or written literature (e.g., a story, poem, or part of a play) spoken by one person who exposes inner thoughts and provides insights into his or her character.

Narration - Bits of narration can be prepared or created spontaneously by the teacher or can be chosen from prose, poetry, or song lyrics. Narration is used to establish mood, bridge gaps in time, and register decisions made by the students within the drama.

Negotiation - A purposeful discussion aimed at leading the group to clarify ideas, summarize individual points of view, and agree upon a course of action.

Parallel play - A situation in which all of the students work simultaneously, but separately, in their own space.

Reader's theatre - A dramatic form of expression in which actors read and interpret text for an audience.

Reflection - Recalling, reacting to, and describing one's drama experiences, both in and out of role.

Ritual - A technique in which one action is repeated by many individuals to formalize or provide specific significance to a situation.

Role - The basic ingredient of work in drama. When the students and teacher assume roles in drama, they are acting "as if" they are someone else.

Set design - A visual representation of the form and arrangement of scenery and properties.

Sidecoaching - The individual who is sidecoaching the class provides information to the students to guide the dramatic experience.

Spontaneous improvisation - An improvisation which is immediate and unrehearsed.

Story theatre - Techniques that may be used in drama as stories are told. Either the story is told by a narrator as others act it out while speaking the dialogue or through mime, or the narration may be provided by those who are acting out the characters, animals, or inanimate objects.

Storytelling - A means of creating (or re-creating) and sharing stories. The stories may be familiar or unfamiliar, the stories of others, or the student's own. In drama, storytelling is a means of sharing and reflecting on each others' experiences and the experiences of the group.

Symbol - Something that stands for or represents something else. Broadly defined, dramas and collective creations are symbolic or metaphoric representations of human experience.

Tableau - A still image, a frozen moment, or "a photograph". It is created by posing still bodies and communicates a living representation of an event, an idea, or a feeling.

Tapping-in - A means by which those individuals represented in a tableau may be prompted to express their response to that particular moment which is captured in time and space by the tableau. The teacher places a hand on the shoulder of one of the students in role in the tableau and poses questions that are designed to reveal the actor's thinking about the situation represented by the tableau.

Teacher in role - By taking on roles themselves, teachers are able to provide the students with a model for working in role through the use of appropriate language and apparent commitment to the process and the work. This is the most effective way for teachers to work in drama. It enables them to work with the students close to what is happening and to facilitate the shaping of the work from within.

Tension - The "pressure for response", which can take the form of a challenge, a surprise, a time restraint, or the suspense of not knowing. Tension is what works in drama to impel students to respond and take action, and what works in a play to make the audience want to know what happens next.

Voting - A familiar strategy not necessarily associated with the arts. Through negotiation, the teacher and students strive toward, and will often achieve, consensus. At times, when consensus is not achieved, voting is the next best option.

Walls have ears - A group creates imaginary walls of a room by standing in lines around a tableau of a character, and reflect back key events that have happened to that character through bits of sound or dialogue.

Writing in role - Any written work done in role (e.g., monologues, family histories, letters, newspaper headlines).

Music

Accent - The regular repeated pulsation in music.

Balance - The blend and positioning of voices, instruments, or other sounds.

Beat - The regular repeated pulsation in music.

Binary - Designates a form or structure in music that has two distinct sections: part A and part B (AB form).

Body percussion - Sounds made by clapping hands, slapping legs and chest, or stomping feet.

Call and response - A structural device that derives from the work songs of Afro-American slaves; a soloist sings or plays, and a group or second soloist replies.

Canon - A composition in which all of the voices perform the same melody, beginning at different times.

Chest voice - The chest voice is the lower part of the voice and is used when singing lower notes.

Consonance - The property of sounding harmonious.

Crescendo - A gradual increase in the volume.

Decrescendo - A gradual decrease in the volume.

Descant - A melodic voice part pitched higher than and concurrent with the melody.

Dissonance - Sound that is a disagreeable auditory experience.

Duration - The length of a tone.

Dynamics - The degree of loudness or softness at which music is performed.

Elements of music - The key ingredients of music including dynamics, rhythm (beat, tempo, patterns of duration, metre), pitch and melody, timbre or tone colour, and texture.

Form - Refers to the organizational structure of the music.

Half step - The smallest distance between pitches commonly used in western music. The distance between F and F# is one example, and the distance between B and Bb is another example.

Harmony - A texture created when two or more sounds are combined.

Head voice - The head voice of the young singer is that light clear voice that is free of tension and used for higher notes.

Improvisation - The process of simultaneously composing and performing music.

Interval - The distance between two pitches.

Intonation - The production of musical tones by voice or instrument (e.g., rise and fall of pitch).

Major scale - A succession of eight notes within an octave, moving in whole steps except for two half-steps between steps three and four, and seven and eight.

Melody - A series of pitches and durations that combine to make a self-contained musical thought.

Metre - Recurring patterns of accented and unaccented beats that produce a rhythmic grouping.

Minor scale - A succession of eight notes within an octave, moving in a specified pattern of whole steps and half-steps.

Monophonic texture (monophony) - One unaccompanied melodic line.

Motif - A small melodic fragment repeated within a melody.

Non-pitched sounds - Sounds that have no discernible pitch, such as the sound of tapping on a desk with a pencil.

Notation, invented or non-traditional - Original pictures or symbols created to convey sound or music ideas.

Notation, traditional - Common system of writing that is used to convey music ideas.

Octave - The distance between notes of the same name and eight letter notes higher or lower; for example, A B C D E F G A.

Ostinato - A short melodic or rhythmic pattern that is repeated over and over to form an accompaniment.

Pentatonic scale - A five-note scale common to many cultures and open to several variations; the most commonly used pentatonic scale equates to the black keys on the piano.

Percussion - All instruments which may be played by shaking, rubbing, or striking the instrument itself.

Phrase - A natural division in the melodic line, similar to a sentence or part of a sentence.

Pitch - A term used to designate sounds as high or low. Pitch is determined by the number of vibrations per second of a sound. Pitch direction describes the movement of pitch patterns or melodies, which may move upward, downward, or stay the same.

Polyphonic texture (polyphony) - The simultaneous combination of two or more melodic lines.

Principles of composition - Tools or devices that help organize sounds and the elements of music into cohesive works (e.g., variety, repetition, balance, acoustics, transition, tension and resolution, and unity).

Push-up - A term used to describe one chorus and verse when speaking about traditional First Nations music. "A lead singer 'leads-off' (begins) with the first line of the song's chorus. Another singer 'seconds' him by repeating that line with slight variations in pitch and tone before the first line is completed. The rest of the group joins in singing all of the first chorus. Three accented drum beats indicate the break between chorus and verse" (Roberts, 1992, p. 86).

Rhythm - The arrangement of time or duration in music.

Rondo - A form having a repeated section A, alternating with contrasting material (B and C). ABACA is an example of rondo form.

Round - A circular canon, which may be repeated any number of times.

Scale - An ascending or descending pattern of half and/or whole steps.

Sequence - A pattern within a melody that is repeated on a higher or lower scale step.

Sol-fa - A series of names or syllables that can be used to designate the tones of a scale pattern. For example; pentatonic: doh re mi sol lah; major: doh re mi fah soh lah ti doh.

Soundscape - A "picture" of music created by environmental, instrumental, or vocal sounds.

Structural devices - Devices used in constructing a piece of music (e.g., motif, phrase, sequence, repetition, variation, cadence).

Style - Refers to the way the ingredients are put together to create a distinctive sound; for example, classical music versus jazz.

Syncopation - An occurrence in which the accent is given to some beat other than the downbeat of a measure.

Tempo - The rate of speed or the pace of the music.

Tension and resolution - Tension can be created through the use of different elements (e.g., building dynamics, rising melodic line, use of dissonant harmony). Resolution may be created by change in dynamics or height of melody, or movement from dissonant to consonant harmony.

Ternary - Designates a form or structure in music that has three sections with the first section being repeated after the second section (ABA form).

Texture - The weave of the music; dense or transparent, heavy or light, thin or thick.

Theme - A melodic or rhythmic idea that a piece or section of music is built around.

Timbre - The tone colour or the characteristics of a sound that help distinguish that sound from another.

Time signature - A symbol that denotes a metric rhythm; for example, 3/4 or 4/4.

Tonality - A function of texture. The sense that the music is gravitating towards certain pitches in a key. Different scales can be said to have different tonality (major tonality, minor tonality, etc.).

Unison - Singing or playing at the same pitch or exactly an octave apart.

Whole step - The equivalent of two half steps; for example, the distance between G and A is a whole step.

Visual Art

Abstract art - A style of art that uses lines, shapes, colours, and textures to depict an object without attention to depicting the object in a realistic manner.

Analogous colours - Those colours that share the same hue (e.g., various reds and pinks).

Art forms - Classifications of art works (e.g., painting, sculpture, drawing, installation).

Art-making processes - The personal strategies (e.g., observation, research, sourcing of ideas, multiple drafts) and image-making methods and techniques (e.g., overlapping, paint application, print-making processes) that an artist uses to create a work of art.

Asymmetrical - Not identical on both sides of a central line.

Background - Part of the picture plane that seems to be farthest from the viewer.

Balance - Principle of design that deals with arranging the visual elements in a work of art for harmony of design or proportion.

Colour - Visual identity that is the result of a pigment's ability to absorb and reflect light. Colours have hue (i.e., spectral range), value (i.e., lightness or darkness), and intensity (i.e., brilliance).

Complementary colours - Colours that are opposite each other on the colour wheel.

Constructed environment - Human-made surroundings (e.g., buildings, bridges, roads, the classroom).

Contour lines - Contour lines define edges, ridges, or outlines of a shape or form.

Contrast - A principle of design used to emphasize, provide variety and interest, or to create a certain feeling in the work.

Distortion - Changing an object's usual shape to communicate ideas and feelings.

Elements of art - Colour, texture, line, shape, form, and space.

Emphasis - Principle of design that stresses one element or area to attract the viewer's attention first.

Exaggeration - Increasing or enlarging an object or figure to communicate ideas or feelings.

Focal point - Area of an art work which attracts the viewer's attention first. Contrast, location, isolation, convergence, and the unusual are used to create focal points.

Foreground - Part of a picture which appears closest to the view and often is at the bottom of a picture.

Foreshortening - A form of perspective where the nearest parts of an object or form are enlarged so that the rest of the form appears to go back in space.

Form - A three-dimensional solid.

Geometric forms - Cube, cylinder, sphere, for example.

Geometric shapes - Circle, square, rectangle, triangle, for example.

Gesture drawing - A drawing done quickly to capture a movement.

Harmony - Refers to ways similarities in a work are accentuated to create an uncomplicated, uniform appearance.

Hue - A property of colour (colour has three properties: hue, value, and intensity).

Illusion - A deceptive or misleading image.

Image making - Depicting people, animals, or objects in two and three dimensions.

Installation art - A work of art which is made for and placed within a certain space. It can activate the viewer to become involved in the space or react to the environment.

Intensity - Brightness or dullness of a colour. Intensity can be reduced by adding the colour's complement.

Isolation - Technique for creating focal point by putting one object or image alone.

Juxtapose - To place objects side by side.

Kinetic art - Art work which depends on movement for its effect.

Line - Any mark left by a moving point.

Linear perspective - Technique of creating the illusion of depth of a flat surface. The lines of buildings and other objects converge to a vanishing point on a horizon line (viewer's eye level).

Mass media - Means of communicating to large numbers of people (e.g., radio, television, magazines, Internet).

Media - Artists' materials (e.g., paint, graphite, clay).

Middle ground - Area in a picture between the foreground and the background.

Mixed media - Any art work which uses more than one medium.

Natural environment - Natural surroundings (e.g., trees, rocks, grass).

Negative space - Space around an object or form.

Neutral colours - Black, white, and grey.

Non-representational art works - Works that do not contain representations of real objects.

Organic shapes and forms - Shapes and forms that are free-flowing and non-geometric.

Paths of movement - Hidden lines that draw a viewer's eye from one element or image to another.

Perspective - The illusion of depth; the relationship between objects as to position or distance.

Point of view - The angle from which something is viewed.

Positive space - Shapes or forms on a two-dimensional surface.

Primary colours - Red, yellow, blue.

Principles of design - Guidelines that artists use in composing designs and controlling how viewers are likely to react to the image. Emphasis, balance, movement, repetition, variety, contrast, rhythm, proportion, and unity are examples of design principles.

Proportion - Principle of design concerned with the relationship of one object to another with respect to size, amount, number, and degree. Scale is the proportion between two sets of dimensions.

Representational art works - Works that contain representations of real objects. These works can be realistic or abstract.

Secondary colours - Colours made by combining two primary colours (e.g., orange, green, and purple).

Shape - A two-dimensional form. Shape can also refer to the configuration of a three-dimensional form (e.g., an orange can be described as a round shape).

Space - Space in an art work can be the area around, within, or between images or elements. Space can be created on a two-dimensional surface by using such techniques as overlapping, object size, placement, colour intensity and value, detail, and diagonal lines.

Style - Style is the artist's way of presenting things. Use of materials, methods of working, design qualities, choice of subject matter, and so on reflect the individual, culture, or time period.

Symbols - Objects that are intended to represent something other than themselves.

Symmetrical - The same on both sides when divided down the middle.

Tactile - Connected with the sense of touch.

Tertiary colours - Those colours that fall between primary and secondary colours on the colour wheel.

Texture - Tactile surface (i.e., how something feels to the touch). Two-dimensional art works sometimes have the illusion of texture in their work.

Unity - Principle of design that gives the feeling that all parts are working together.

Value - The lightness or darkness of a colour.

Vanishing point - In perspective drawing, a point or points on the horizon where receding parallel lines seem to meet.

Variety - Principle of design that artists use when they want to add interest to a work of art.

Visual balance - Balance created by manipulation of the formal elements, placement of images, and consideration of visual weight.

Visual information - Any information that is gathered through the sense of sight.

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Grade 6 Arts Education Curriculum

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2. a) Please indicate which format(s) of the curriculum you used:

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