

Arts Education Grade 2 Creative / Productive (CP)				
Outcome	1 – Beginning	2 – Approaching	3 – Meeting	4- Exemplary
	With help, I understand parts of the simpler ideas and do a few of the simpler skills.	I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>CP2.1</b> <b>Create and connect dance phrases using ideas about community as stimuli (e.g., our school, community events, farm life, city life, cultural heritage).</b>	<ul style="list-style-type: none"> <li>I can <b>explore</b> movements for dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>select</b> some movements from my explorations to be used in dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>I can select and <b>connect</b> movements from my explorations into dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>My dance phrase with movements from my explorations is <b>clearly connected</b>, with a deeper meaning.</li> </ul>
	<ul style="list-style-type: none"> <li>I <b>need help</b> to create a beginning for my dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create</b> a dance phrase that shows a either a clear beginning <b>OR</b> ending.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create</b> a dance phrase that has a clear beginning <b>AND</b> ending.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create a few connected dance phrases</b> that have a beginning <b>AND</b> ending.</li> </ul>
	<ul style="list-style-type: none"> <li>With help, I can <b>show a few movement ideas</b> using community as a starting point in a dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>show a few movement ideas</b> using community as a starting point in a dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>show several movement ideas</b> using community as a starting point in a dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>show complex ideas</b> using community as a starting point in a dance phrase.</li> </ul>
Comments				

Arts Education Grade 2 Creative / Productive (CP)				
Outcome	1 – Beginning	2 – Approaching	3 – Meeting	4- Exemplary
<p><b>CP2.2</b> <b>Create and connect dance phrases using the elements of dance including:</b></p> <ul style="list-style-type: none"> <li>○ <b>actions</b> (identify variety)</li> <li>○ <b>body</b> (bases)</li> <li>○ <b>dynamics</b> (move with varying speeds, duration, forces)</li> <li>○ <b>relationships</b> (using own words, classify variety of relationships with partner or object such as above, below, beside)</li> <li>○ <b>space</b> (straight or curved pathways or combinations).</li> </ul>	<p>With help, I understand parts of the simpler ideas and do a few of the simpler skills.</p>	<p>I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.</p>	<p>I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b></p>	<p>I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.</p>
	<ul style="list-style-type: none"> <li>● I can <b>explore</b> movements for improvisation in a few ways.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explore and <b>solve movement problems</b> for improvisation in a <b>few</b> ways.</li> </ul>	<ul style="list-style-type: none"> <li>● I can solve movement problems for improvisation in <b>several different ways</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● I can <b>add movement improvisation</b> to my own dance phrases.</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>With help</b>, I can use a <b>few</b> locomotor movements, non-locomotor movements, speeds, <b>OR</b> forces in my dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use <b>many</b> locomotor movements, non-locomotor movements, speeds, <b>OR</b> forces in my dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use <b>many</b> locomotor movements, non-locomotor movements, speeds, <b>AND</b> forces in my dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● I can <b>consistently</b> use a <b>wide variety of</b> locomotor movements, non-locomotor movements, speeds, <b>AND</b> forces in my dance phrases.</li> </ul>
	<ul style="list-style-type: none"> <li>● I <b>need help to explore and several dance elements:</b> directions, levels, sizes, body shapes, <b>OR</b> pathways (SPACE).</li> </ul>	<ul style="list-style-type: none"> <li>● I can <b>identify some</b> dance elements in my dance phrases: directions, levels, sizes, body shapes, <b>OR</b> pathways (SPACE).</li> </ul>	<ul style="list-style-type: none"> <li>● I can <b>identify a variety of dance elements</b> in my dance phrases: directions, levels, sizes, body shapes, <b>AND</b> pathways (SPACE).</li> </ul>	<ul style="list-style-type: none"> <li>● I can connect a variety of dance elements including directions, levels, sizes, body shapes, <b>AND</b> pathways, and <b>include transitions</b>.</li> </ul>
Comments				

Arts Education Grade 2 Creative / Productive (CP)					
Outcome		1 – Beginning	2 – Approaching	3 – Meeting	4- Exemplary
<b>CP2.3</b> <b>Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by local stories and songs, photographs of local people and places, or events from real or fictional communities).</b>	Collaborate with others in role	<ul style="list-style-type: none"> <li>I can receive ideas in role <b>OR</b> I can give related ideas back while in role <b>with help</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can receive ideas in role <b>OR</b> I can give related ideas back while in role.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>receive ideas</b> in role <b>AND</b> I can <b>give related ideas back while in role</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can receive ideas in role and <b>give related ideas back that further the drama in a believable direction while in role</b>.</li> </ul>
	Adopt roles	<ul style="list-style-type: none"> <li>I can use my imagination to adopt a role or interact with other in a dramatic context <b>with help</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can use my imagination to adopt a role <b>OR</b> interact with others in a dramatic context <b>with reminders</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can willingly use my imagination to adopt a role <b>AND</b> interact with others in a dramatic context.</li> </ul>	<ul style="list-style-type: none"> <li>I can willingly use my imagination to adopt a role <b>AND</b> interact with others <b>in a believable way within a dramatic context</b>.</li> </ul>
Comments					

Arts Education Grade 2 Creative / Productive (CP)					
Outcome		1 – Beginning With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Approaching I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Meeting I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	4- Exemplary I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>CP2.4</b> <b>Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel play, journeys, meetings) and during periods of reflection.</b>	Contribute ideas during drama strategies	<ul style="list-style-type: none"> <li>I can contribute ideas during drama strategies <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can contribute ideas <b>AND</b> I can <b>sometimes</b> contribute <b>relevant ideas</b> during drama strategies <b>with guidance.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can contribute <b>relevant ideas</b> during drama strategies <b>with reminders.</b></li> </ul>	<ul style="list-style-type: none"> <li>I contribute relevant ideas during drama strategies <b>on my own.</b></li> </ul>
	Contribute ideas during reflection periods	<ul style="list-style-type: none"> <li>I can contribute ideas during reflection periods <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can contribute ideas and I can <b>sometimes</b> contribute relevant ideas during reflection periods <b>with guidance.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>contribute relevant ideas</b> during reflection periods <b>with reminders.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can contribute <b>relevant ideas</b> during reflection periods <b>on my own.</b></li> </ul>
Comments					

Arts Education Grade 2 Creative / Productive (CP)					
Outcome		1 – Beginning	2 – Approaching	3 – Meeting	4- Exemplary
<b>CP2.5</b> <b>Create sound compositions using communities as inspiration.</b>	Inspiration and creation	With help, I understand parts of the simpler ideas and do a few of the simpler skills. <ul style="list-style-type: none"> <li>• <b>With help</b>, I can create sound compositions that have some connection to my community.</li> </ul>	I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills. <ul style="list-style-type: none"> <li>• I can create sound compositions that have a muddy connection to my community.</li> </ul>	I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b> <ul style="list-style-type: none"> <li>• I can create sound compositions that have a clear connection to my community, <b>and identify the connections.</b></li> </ul>	I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class. <ul style="list-style-type: none"> <li>• I can create sound compositions that have clear connections to my community, <b>and I can explain what those connections are.</b></li> </ul>
	Decision-making	<ul style="list-style-type: none"> <li>• I <b>need help</b> to make decisions about sounds, ideas, and order in creating a music expression.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>make</b> decisions about sounds, ideas, and order in creating a music expression.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> my decisions about sounds, ideas, and order in creating a music expression.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>defend</b> my decisions about sounds, ideas, and order in creating a music expression.</li> </ul>
Comments					

Arts Education Grade 2 Creative / Productive (CP)					
Outcome		1 – Beginning	2 – Approaching	3 – Meeting	4- Exemplary
<p><b>CP2.6</b> <b>Create and perform music that demonstrates understanding of:</b></p> <ul style="list-style-type: none"> <li>○ <b>form</b> (repetition and contrast)</li> <li>○ <b>beat</b> (strong and weak beats/accents) and meter (2/4 and 4/4)</li> <li>○ <b>rhythm</b> (create ostinati)</li> <li>○ <b>tempo</b> (fast/slow paces)</li> <li>○ <b>dynamics</b> (loud/soft)</li> <li>○ <b>pitch</b> (high/low sounds) and pitch direction (moving up/down/staying the same)</li> <li>○ <b>texture</b> (layers of sounds)</li> <li>○ <b>tone colour</b> (variety).</li> </ul>	<b>Form</b>	<ul style="list-style-type: none"> <li>• I can create my own works using repetition <b>OR</b> contrast.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create <b>AND</b> perform my own works using repetition <b>OR</b> contrast.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create <b>AND</b> perform my own works using repetition <b>AND</b> contrast.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create <b>AND</b> perform my own works using repetition <b>AND</b> contrast.</li> </ul>
	<b>Beat</b>	<ul style="list-style-type: none"> <li>• <b>With help</b> , I can keep a steady beat .</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>sometimes</b> maintain a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>usually</b> maintain a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>consistently</b> maintain a steady beat.</li> </ul>
		<ul style="list-style-type: none"> <li>• <b>With help</b>, I can show which beat gets the accent through a strong movement.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>sometimes</b> show which beat gets the accent through a strong movement.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>usually</b> show which beat gets the accent through a strong movement.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>consistently</b> show which beat gets the accent through a strong movement.</li> </ul>
	<b>Rhythm</b>	<ul style="list-style-type: none"> <li>• I can create a few musical rhythms <b>with help</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create <b>some</b> musical rhythms with prompting.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create <b>many musical rhythms</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a <b>wide variety</b> of musical rhythms independently.</li> </ul>
	<b>Tempo</b>	<ul style="list-style-type: none"> <li>• I can sometimes tell the difference <b>OR</b> demonstrate the difference between a fast and slow pace.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>frequently</b> tell the difference <b>OR</b> demonstrate the difference between a fast and slow pace with help.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>frequently</b> tell the difference <b>AND</b> demonstrate the difference between a fast and slow pace.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>almost always</b> tell the difference <b>AND</b> demonstrate the difference between a fast and slow pace.</li> </ul>

Arts Education Grade 2 Creative / Productive (CP)					
Outcome		1 – Beginning With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Approaching I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Meeting I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	4- Exemplary I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
	Dynamics	• I can <b>sometimes</b> identify the differences in dynamics.	• I can <b>often</b> identify the differences in dynamics.	• I can <b>almost always</b> identify the I differences in dynamics.	• I can <b>always</b> identify the differences in dynamics, including the subtle middle shades.
	Pitch	• I can show high <b>AND</b> low sounds.	• I can create <b>OR</b> perform music that demonstrates high <b>AND</b> low sounds.	• I can create <b>AND</b> perform music that demonstrates high <b>AND</b> low sounds.	• I can connect high and low sounds to my environment.
		• I can show how pitch direction moves up and down.	• I can <b>sometimes</b> show how pitch direction moves up or down.	• I can <b>show how pitch, direction moves up or down.</b>	• I can <b>describe</b> how pitch moving up and down relates to sounds around me.
	Texture	• I can demonstrate layers of sound.	• <b>With minimal guidance,</b> I can <b>create</b> music with two or more layers of sound.	• I can create <b>AND</b> perform music that has <b>two or more layers of sound.</b>	• I can create <b>AND</b> perform music that has <b>many layers of sound.</b>
	Tone Colour	• I can demonstrate tone color.	• <b>With minimal guidance,</b> I can <b>create</b> music with tone color.	• I can create <b>AND</b> perform music with tone color.	• I can create <b>AND</b> perform music with a variety of tone color and <b>explain the differences in the tone.</b>

Arts Education Grade 2 Creative / Productive (CP)				
Outcome	1 – Beginning	2 – Approaching	3 – Meeting	4- Exemplary
	With help, I understand parts of the simpler ideas and do a few of the simpler skills.	I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
Comments				
<b>CP2.7</b> Create visual art works that draw on observations and express ideas about own communities.	<ul style="list-style-type: none"> <li>With help, I can use what I <b>observe</b> around <b>me</b> to develop my own ideas about <b>communities</b> in <b>general</b> visual art works.</li> </ul>	<ul style="list-style-type: none"> <li>I can use what I <b>observe around me</b> to develop my own ideas about <b>communities</b> in <b>general</b> visual art works.</li> </ul>	<ul style="list-style-type: none"> <li>I can use what I <b>observe around me</b> to develop my own ideas about <b>communities</b> in visual art works <b>with details</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can use what I <b>observe around me from different points of view</b> to develop my own ideas about <b>communities</b> in visual art works <b>with details</b>.</li> </ul>
Comments				



Arts Education Grade 2 Creative / Productive (CP)						
Outcome	1 – Beginning	2 – Approaching	3 – Meeting	4- Exemplary		
	With help, I understand parts of the simpler ideas and do a few of the simpler skills.	I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.		
<b>CP2.8</b> <b>Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, paint, crayons).</b>	Forms	• I can <b>create art works in a few forms</b> (e.g. collage, drawing, painting, mobile, sculpture, traditional art).	• I can <b>create art works in several forms</b> (e.g. collage, drawing, painting, mobile, sculpture, traditional art).	• I can <b>create art works in many forms</b> (e.g. collage, drawing, painting, mobile, sculpture, traditional art).	• I can <b>create art works in a wide variety of forms</b> (e.g. collage, drawing, painting, mobile, sculpture, traditional art).	
	Media	• I can <b>create art works in a few media</b> (e.g. paper, found objects, paint, crayons).	• I can <b>create art works in several media</b> (e.g. paper, found objects, paint, crayons).	• I can <b>create art works in many media</b> (e.g. paper, found objects, paint, crayons).	• I can <b>create art works in a wide variety of media</b> (e.g. paper, found objects, paint, crayons).	
	Concepts: • line, shape, texture, and patterns • secondary colors	• I can sort <b>combinations of</b> lines, shapes, textures, and patterns in my art work <b>AND</b> use <b>a few of</b> them in my art work.	• I can sort lines, shapes, textures, and patterns in my art work <b>AND</b> use <b>several of</b> them in my art work.	• I can use lines, shapes, textures, <b>AND</b> patterns in my art work.	• I can use a <b>wide variety of</b> lines, shapes, textures, <b>AND</b> patterns in my own art work, <b>and explain my choices.</b>	
		• I know how to create secondary colours <b>OR</b> I use secondary colours in my artwork.	• I know how to create secondary colours <b>AND</b> I use secondary colours in my artwork.	• I know how to create secondary colours <b>AND different values of secondary colours AND</b> I use secondary colours <b>AND their values</b> in my	• I create secondary colours with different values, <b>AND shades</b> , and I use secondary colours with different values and shades in my artwork.	

<b>Arts Education Grade 2 Creative / Productive (CP)</b>					
<b>Outcome</b>		<b>1 – Beginning</b> With help, I understand parts of the simpler ideas and do a few of the simpler skills.	<b>2 – Approaching</b> I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	<b>3 – Meeting</b> I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	<b>4- Exemplary</b> I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
				artwork.	
Comments					