

Arts Education Grade 3 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. I achieve the outcome.	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.
CP3.1 Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.	<ul style="list-style-type: none"> • I need help generating movement ideas based on the environment as my starting point. 	<ul style="list-style-type: none"> • I can generate some movement ideas based on the environment as my starting point. 	<ul style="list-style-type: none"> • I can generate several movement ideas based on the environment as my starting point. 	<ul style="list-style-type: none"> • I can generate several deeper meaning movement ideas based on the environment as my starting point.
	<ul style="list-style-type: none"> • I need help to identify dance movements that work the best in my dance phrases. 	<ul style="list-style-type: none"> • I sometimes identify dance movements that work the best in my dance phrases 	<ul style="list-style-type: none"> • I often identify dance movements that work the best in my dance phrases, AND explain why. 	<ul style="list-style-type: none"> • I always identify dance movements that work the best in my dance phrases, AND explain why, AND I work to refine those movements.
Comments				

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<p>CP3.2 Create dance phrases and sequences that demonstrate understanding of the elements of dance including:</p> <ul style="list-style-type: none"> ○ actions (five basic jumps) ○ body (zones and areas) ○ dynamics (extremes of speed, duration, varying forces) ○ relationships (range) ○ space (create and recall combinations of pathways and directions). 	<ul style="list-style-type: none"> ● I need help to apply my knowledge of a few elements in a dance phrase, including action, dynamics, body, space, OR relationships in a dance phrase. 	<ul style="list-style-type: none"> ● I can apply knowledge of some elements including action, dynamics, body, space, OR relationships in a dance phrase. 	<ul style="list-style-type: none"> ● I can apply knowledge of most of the dance elements including actions, body, dynamics, a range of relationships OR space in a dance phrase. 	<ul style="list-style-type: none"> ● I apply knowledge of all the dance elements in a dance phrase, including action, body, a range of relationships, space, AND a deep understanding of dynamics/energy (e.g. using both strong and light in a dance phrase).
	<ul style="list-style-type: none"> ● I need help to create movements that demonstrate an understanding of at least one of the following: dynamics/energy, including speed (fast/slow), duration (short/long), OR varying forces (strong/light, sudden/sustained) in a dance phrase. 	<ul style="list-style-type: none"> ● I can create movements that demonstrate an understanding of most of the following: dynamics/energy, including speed (fast/slow), duration (short/long), OR varying forces (strong/light, sudden/sustained) in a dance phrase. 	<ul style="list-style-type: none"> ● I can create movements that demonstrate an understanding of ALL of the following: dynamics/energy, including speed (fast/slow), duration (short/long), AND varying forces (strong/light, sudden/sustained) in a dance phrase. 	<ul style="list-style-type: none"> ● I can create dance phrases that demonstrate a deeper understanding of energy by using a variation in energy inside the dance phrase.
	<ul style="list-style-type: none"> ● I need help connecting dance phrases into a sequence. 	<ul style="list-style-type: none"> ● I can occasionally build my dance phrase into a sequence. 	<ul style="list-style-type: none"> ● I can build my dance phrases into a sequence. 	<ul style="list-style-type: none"> ● I can build my dance phrases into intensive sequences that I share with an audience.

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CP3.3 Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration.	Maintain a role throughout a dramatic episode	<ul style="list-style-type: none"> I can maintain my role for some of a dramatic episode with reminders. 	<ul style="list-style-type: none"> I can maintain my role for some of a dramatic episode. 	<ul style="list-style-type: none"> I can maintain my role throughout an entire dramatic episode. 	<ul style="list-style-type: none"> I can maintain my role throughout more than one dramatic episode.
	Respond appropriately in role	<ul style="list-style-type: none"> I can respond to others in role with help. 	<ul style="list-style-type: none"> I can respond to others in role. 	<ul style="list-style-type: none"> I can respond appropriately to others while in role. 	<ul style="list-style-type: none"> I can respond appropriately to others while in role in a way that furthers the drama by giving ideas back.
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CP3.4 Use imagination, a variety of drama strategies, and reflection to further the drama’s development.	Imagination	<ul style="list-style-type: none"> I can use my imagination to help develop or extend a drama activity with help. 	<ul style="list-style-type: none"> I can use my imagination to help develop OR extend a drama activity. 	<ul style="list-style-type: none"> I can use my imagination to help develop AND extend a drama activity. 	<ul style="list-style-type: none"> I can use my imagination to help develop and extend a drama activity in a believable way. 	
	Drama strategies	<ul style="list-style-type: none"> I can apply a drama strategy to further the drama’s development with help. 	<ul style="list-style-type: none"> I can apply ONE drama strategy to further the drama’s development. 	<ul style="list-style-type: none"> I can apply a few drama strategies to further the drama’s development. 	<ul style="list-style-type: none"> I can apply multiple drama strategies to further the drama’s development. 	
	Reflection	<ul style="list-style-type: none"> I can identify a few strengths OR shortcomings in a drama. 	<ul style="list-style-type: none"> I can describe a few strengths AND shortcomings in a drama. 	<ul style="list-style-type: none"> I can use the strengths OR shortcomings in a drama to further the drama’s development. 	<ul style="list-style-type: none"> I can use the strengths AND shortcomings to further a drama’s development. 	
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CP3.5 Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment (e.g., natural, constructed, imagined) as inspiration.	Melodic phrases	<ul style="list-style-type: none"> I can express ideas (in simple melodic phrases) about my environment using sound objects OR instruments with much assistance. 	<ul style="list-style-type: none"> I can express ideas (in simple melodic phrases) about my environment using sound objects AND instruments with prompting. 	<ul style="list-style-type: none"> I can express ideas (in melodic phrases) about my environment using sound objects AND instruments. 	<ul style="list-style-type: none"> I can express ideas (in simple and complex melodic phrases) about my environment using sound objects AND instruments.
	Colour	<ul style="list-style-type: none"> I can add a little colour to my composition by experimenting with voice, instruments, dynamics and tempo with help from my teacher. 	<ul style="list-style-type: none"> I add colour to my composition by experimenting with some of the following: voice, instruments, dynamics OR tempo. 	<ul style="list-style-type: none"> I can add colour to my composition by experimenting with many of the following: voice, instruments, dynamics AND tempo. 	<ul style="list-style-type: none"> I can add a colour to my composition by including combinations of voice, instruments, dynamics AND tempo.
	Voice	<ul style="list-style-type: none"> I seldom sing on pitch. I need help to sing with rhythmic accuracy OR expression. Someone has to tell me to correct what I am doing and help me change it. 	<ul style="list-style-type: none"> I can sometimes sing on pitch. I can sing with rhythmic accuracy OR expression. I can correct myself if someone shows me what to do. 	<ul style="list-style-type: none"> I can usually sing on pitch. I usually sing with rhythmic accuracy AND expression. I can correct when prompted. 	<ul style="list-style-type: none"> I can consistently sing on pitch. I consistently sing with rhythm accuracy AND expression. I can self-correct.

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

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<ul style="list-style-type: none"> ○ dynamics (levels of loud/soft) ○ texture (combining and layering sounds) ○ tone colour (differentiate). 		triplet) with teacher direction.	whole, triplet) with teacher prompting.	quarter, half, whole, triplet).	quarter, half, whole, triplet).
		• I can create OR perform music in a few tempos with help.	• I can create OR perform music in a few different tempos with prompting.	• I can create AND perform music in several different tempos.	• I can create AND perform music in a variety of tempos.
	Pitch	• I can combine pitch and basic rhythm patterns to create a melody with help.	• I can combine pitch and simple rhythm patterns to create a melody.	• I can combine pitch and more advanced rhythm patterns to create a melody.	• I can combine pitch and complex rhythm patterns to create a melody .
	Dynamics	• I can demonstrate dynamics in my speech OR music with direction.	• I can frequently demonstrate dynamics in my speech OR music.	• I can almost always demonstrate dynamics in my speech AND music.	• I can always demonstrate dynamics in my speech AND music.
	Texture	• I can combine OR layer two sounds in my music with help.	• I can combine OR layer a few sounds in my music with prompting.	• I can combine AND layer a few sounds in my music in simple ways.	• I can combine AND layer a few sounds in my music in a variety of ways.

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	Tone colour	<ul style="list-style-type: none"> I can differentiate OR express the differences between the timbre of instruments, with help. 	<ul style="list-style-type: none"> I can occasionally differentiate OR express the differences between the timbre of instruments. 	<ul style="list-style-type: none"> I can frequently differentiate AND express the differences between the timbre of instruments. 	<ul style="list-style-type: none"> I can almost always differentiate AND express the differences between the timbre of instruments.
Comments					
CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.		<ul style="list-style-type: none"> With help, I can discover ideas about the natural, constructed, OR imagined environments for use in my art works. 	<ul style="list-style-type: none"> I can choose from the ideas I discover about the natural, constructed, OR imagined environments and use them in my art works. 	<ul style="list-style-type: none"> I can develop details around ideas I select about the natural, constructed, OR imagined environments and use them in my art works. 	<ul style="list-style-type: none"> I can develop details around ideas I select about the natural, constructed, OR imagined environments and explain how I have used them in my art works.
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CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects).	Concepts	<ul style="list-style-type: none"> I can, with help, create artwork that demonstrates a few of the following elements: line, colour, texture, OR shape. 	<ul style="list-style-type: none"> I can create artwork that demonstrates some of the following elements: line, colour, texture, OR shape. 	<ul style="list-style-type: none"> I can create artwork that demonstrates all of the following elements: line, colour, texture, AND shape. 	<ul style="list-style-type: none"> I can create artwork that demonstrates all of the following elements: line, colour, texture, AND shape, AND I can explain my reasoning.
		<ul style="list-style-type: none"> I can demonstrate a colour's value. 	<ul style="list-style-type: none"> I can demonstrate ways to change a colour's value by adding white or black. 	<ul style="list-style-type: none"> I can demonstrate ways to change a colour's value by adding white or black, and apply that knowledge to my artwork. 	<ul style="list-style-type: none"> I can demonstrate ways to change a colour's value by adding white or black, and explain my decisions to use the technique in my art work.
	Forms	<ul style="list-style-type: none"> With help, I can use a few different forms (e.g. drawing, sculpture) in my art work. 	<ul style="list-style-type: none"> I can use a few different forms (e.g. drawing, sculpture) my art work. 	<ul style="list-style-type: none"> I can use several different forms (e.g. drawing, sculpture) in my artwork. 	<ul style="list-style-type: none"> I can use a variety of different forms (e.g. drawing, sculpture) in my artwork.
		<ul style="list-style-type: none"> I can identify AND use many 2-D (circles, squares, triangles, and rectangles in my artwork. 	<ul style="list-style-type: none"> I can identify AND use some 2-D (circles, squares, triangles, and rectangles), OR 3-D (cubes, cylinders, and 	<ul style="list-style-type: none"> I can identify AND use many 2-D (circles, squares, triangles, and rectangles), AND 3-D (cubes, cylinders, 	<ul style="list-style-type: none"> I can identify AND use a wide variety of 2-D (circles, squares, triangles, and rectangles), AND 3-D (cubes, cylinders, and spheres) shapes

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			spheres) shapes in my artwork.	and spheres) shapes in my artwork.	in my artwork, and explain why I think they are effective.
	Media	<ul style="list-style-type: none"> • With help, I can create art works in a few different media (pencils, pastels, found objects). 	<ul style="list-style-type: none"> • I can create art works in a few different media (pencils, pastels, found objects). 	<ul style="list-style-type: none"> • I can create art works in several different media (pencils, pastels, found objects). 	<ul style="list-style-type: none"> • I can create art works in a variety of different media (pencils, pastels, found objects).
Comments					