

Arts Education Grade 5 Creative / Productive (CP)				
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CP5.1 Create dance compositions inspired by pop culture (e.g., street dances, current dance trends in music videos).	<ul style="list-style-type: none"> I can investigate several pop culture sources and, with help, use that information for movement improvisation ideas. 	<ul style="list-style-type: none"> I can investigate several pop culture sources and use that information for movement improvisation ideas. 	<ul style="list-style-type: none"> I can select movements from my improvisation based on investigations of pop culture to create dance compositions. 	<ul style="list-style-type: none"> I can select movements from my improvisation and other sources to create dance compositions.
	<ul style="list-style-type: none"> I can select a common starting point through peer collaboration, with help. 	<ul style="list-style-type: none"> I can select a common starting point through peer collaboration. 	<ul style="list-style-type: none"> I can select a common starting point and come up with further ideas through peer collaboration. 	<ul style="list-style-type: none"> I can use many movements obtained from collaboration and pop culture stimuli in my dance compositions.
	<ul style="list-style-type: none"> I need help to reflect on my movement choices. 	<ul style="list-style-type: none"> I can explain the meaning of my dance compositions. 	<ul style="list-style-type: none"> I can explain the meaning of my dance compositions and why they are unique. 	<ul style="list-style-type: none"> I can point out and explain complex connections in my own dance compositions.
	<ul style="list-style-type: none"> I need help to record part of my dance phrase using journals, drawings OR videos. 	<ul style="list-style-type: none"> I can record part of my dance phrase using journals, drawings OR videos. 	<ul style="list-style-type: none"> I can clearly record my dance phrase using journals, drawings, OR videos. 	<ul style="list-style-type: none"> I can clearly record my dance compositions using many methods.
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<p>CP5.2 Express own ideas using pop dance forms and styles, and apply the elements of dance including:</p> <ul style="list-style-type: none"> ○ actions (extend repertoire of actions with flexibility and clarity of movement) ○ body (arm and leg gestures that lead toward, away from, and around own bodies) ○ dynamics (acceleration and deceleration) ○ relationships (alone, partner, small groups) ○ space (pathways, directions, levels, shape). 	<ul style="list-style-type: none"> ● With help I can express ideas using a few elements of dance in my dance phrases (actions, body, dynamics, relationships, AND space). 	<ul style="list-style-type: none"> ● I can express ideas using several elements of dance in my dance phrases (actions, body, dynamics, relationships, AND space) that draw on my own personal expression, strength, and balance. 	<ul style="list-style-type: none"> ● I can express ideas using all elements of dance in my dance phrases (actions, body, dynamics, relationships, AND space) that draw on my personal expression, strength, and balance. 	<ul style="list-style-type: none"> ● I can express ideas using all elements of dance (actions, body, dynamics, relationships, AND space) in my dance compositions and explain how they fit together.
	<ul style="list-style-type: none"> ● With help, I can explore dance elements in my own dance compositions. 	<ul style="list-style-type: none"> ● I can demonstrate some applications of dance elements in my own dance compositions. 	<ul style="list-style-type: none"> ● I can demonstrate innovation in my application of the dance elements in my own dance compositions. 	<ul style="list-style-type: none"> ● I can demonstrate innovation in my application of the dance elements in all my dance compositions and explain how I have changed some dance elements to suit my purpose.
	<ul style="list-style-type: none"> ● With help, I can identify transitions in dance compositions. 	<ul style="list-style-type: none"> ● I can identify transitions in my own dance compositions. 	<ul style="list-style-type: none"> ● I can identify transitions in my own dance compositions AND experiment with various types of transitions. 	<ul style="list-style-type: none"> ● I use sophisticated transitions in my own dance compositions that create a smooth flow.

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	<ul style="list-style-type: none"> • I need prodding to extend my own body’s range of motion by exploring a few elements of dance. 	<ul style="list-style-type: none"> • I make some attempts to extend my own body’s range of motion by exploring a few elements of dance. 	<ul style="list-style-type: none"> • I can extend my own body’s range of motion by exploring all elements of dance in meaningful ways. 	<ul style="list-style-type: none"> • I have a systematic plan extend my own body’s range of motion by exploring all elements of dance in meaningful ways.
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CP5.3 Demonstrate how various roles, strategies, and elements (e.g., tension, contrast, symbols) function within a drama.	Demonstrate various roles	<ul style="list-style-type: none"> I can identify various roles within a drama. 	<ul style="list-style-type: none"> I can explain how a few roles function within a drama. 	<ul style="list-style-type: none"> I can explain, with examples, how a variety of roles function within a drama. 	<ul style="list-style-type: none"> I can compare, with examples, how a variety of roles function within a drama.
	Demonstrate strategies	<ul style="list-style-type: none"> I can identify various strategies within a drama. 	<ul style="list-style-type: none"> I can explain how a few strategies function within a drama. 	<ul style="list-style-type: none"> I can explain, with examples, how a variety of strategies function within a drama. 	<ul style="list-style-type: none"> I can compare, with examples, how a variety of strategies function within a drama.
	Demonstrate elements	<ul style="list-style-type: none"> I can identify various elements within a drama. 	<ul style="list-style-type: none"> I can explain how a few elements function within a drama. 	<ul style="list-style-type: none"> I can explain, with examples, how a variety of elements function within a drama. 	<ul style="list-style-type: none"> I can compare, with examples, how a variety of elements function within a drama.
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CP5.4 Create drama using pop culture as inspiration (e.g., pop musicians and movie stars, street theatre, or stories and myths from pop culture).	<ul style="list-style-type: none"> I can demonstrate the use of collaboration OR role during the process of creating a drama inspired by pop culture. I can also use drama strategies with help. 	<ul style="list-style-type: none"> I can demonstrate the use of collaboration, a few drama strategies OR role during the process of creating a drama inspired by pop culture. 	<ul style="list-style-type: none"> I can demonstrate the use of collaboration, a few drama strategies AND role during the process of creating a drama inspired by pop culture. 	<ul style="list-style-type: none"> I can demonstrate a logical use of collaboration, drama strategies AND role during the process of creating a drama inspired by pop culture.
	<ul style="list-style-type: none"> I can create a drama with a beginning but it may not have a clear middle or end. 	<ul style="list-style-type: none"> I can create a drama with a beginning, middle OR end. 	<ul style="list-style-type: none"> I can create a drama with a beginning, middle AND end. 	<ul style="list-style-type: none"> I can create a drama with a clear beginning, middle AND end.
	<ul style="list-style-type: none"> I can describe what my drama is about but it is not clearly linked to pop culture. 	<ul style="list-style-type: none"> I can describe a general connection between my drama and pop culture. 	<ul style="list-style-type: none"> I can explain a clear connection between my drama and pop culture. 	<ul style="list-style-type: none"> I can explain and defend the connections between my drama and pop culture.
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CP5.5 Demonstrate increased skills and abilities in use of the voice and one or more instruments.	<ul style="list-style-type: none"> • With help, I can vary the range, timbre OR dynamics of my voice to express feelings and ideas. 	<ul style="list-style-type: none"> • I can vary the range, timbre OR dynamics of my voice to express feelings and ideas. 	<ul style="list-style-type: none"> • I can vary the range, timbre AND dynamics of my voice to express feelings and ideas. 	<ul style="list-style-type: none"> • I can vary the range, timbre AND dynamics of my voice to express feelings and ideas, AND explain the effect I am trying to achieve.
	<ul style="list-style-type: none"> • I can play one in traditional OR non-traditional ways with consistent help. 	<ul style="list-style-type: none"> • I can play one instrument in traditional OR non-traditional ways with occasional assistance. 	<ul style="list-style-type: none"> • I show increased skill in playing at least one classroom instrument in traditional AND non-traditional ways. 	<ul style="list-style-type: none"> • I show increased skill in playing more than one classroom instrument in traditional AND non-traditional ways.
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<p>CP5.6 Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of:</p> <ul style="list-style-type: none"> ○ form (binary – AB, ternary – ABA, rondo – ABACADA) ○ metre as an organizational technique ○ tempo as an organizational technique ○ rhythm including beat, tempo, patterns of duration, and metre ○ melodies ○ harmony as a 	Form	<ul style="list-style-type: none"> ● With help, I can give examples of several of the following forms: Binary (AB), Ternary (ABA) OR Rondo (ABACADA) in selections of modern pop music. 	<ul style="list-style-type: none"> ● I can give examples of several of the following forms: Binary (AB), Ternary (ABA) OR Rondo (ABACADA) in selections of modern pop music, and explain my choices. 	<ul style="list-style-type: none"> ● I can give examples of all the following forms: Binary (AB), Ternary (ABA) AND Rondo (ABACADA) in selections of modern pop music, and explain my choices. 	<ul style="list-style-type: none"> ● I can give examples of all the following forms: Binary (AB), Ternary (ABA) AND Rondo (ABACADA) in modern pop music, AND in other genres, and explain my choices.
		Metre Tone colour	<ul style="list-style-type: none"> ● With help, I can use one of the following forms: Binary (AB), Ternary (ABA) OR Rondo (ABACADA) in my musical creations. 	<ul style="list-style-type: none"> ● I can use one of the following forms: Binary (AB), Ternary (ABA) OR Rondo (ABACADA) in my musical creations. 	<ul style="list-style-type: none"> ● I can use several of the following forms: Binary (AB), Ternary (ABA) OR Rondo (ABACADA) in my musical creations.
	Tempo	<ul style="list-style-type: none"> ● I can describe tempo in the compositions of others. 	<ul style="list-style-type: none"> ● I can use metre OR tone colour to organize my musical compositions. 	<ul style="list-style-type: none"> ● I can use metre AND tone colour to organize my musical compositions. 	<ul style="list-style-type: none"> ● I can select the metre AND tone colour of my musical compositions to create a desired effect, and explain my process.
		<ul style="list-style-type: none"> ● The tempo of my musical compositions is arbitrary. 	<ul style="list-style-type: none"> ● I can use the tempo of my musical composition to create consistency of feeling and idea. 	<ul style="list-style-type: none"> ● I can vary the tempo of my musical composition to express a variety of feelings and ideas within that composition 	

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fundamental component in creating texture (e.g., choral accompaniment) <ul style="list-style-type: none"> ○ scales that differ in structure and tonality (pentatonic, major, minor) ○ tone colour as an organizational technique ○ expressive use of silence. 	Rhythm	<ul style="list-style-type: none"> ● I can create a sound composition showing some evidence of beat, patterns of duration OR metre. 	<ul style="list-style-type: none"> ● I can create a sound composition showing clear evidence of beat, patterns of duration OR metre. 	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	<ul style="list-style-type: none"> ● I can create a sound composition showing a wide variety of beat, patterns of duration AND metre.
	Melodies	<ul style="list-style-type: none"> ● With help, I can create a simple melody. 	<ul style="list-style-type: none"> ● I can sometimes experiment with the shape of a melody to create a particular musical expression. 	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	<ul style="list-style-type: none"> ● I experiment with the shape of a melody to create a particular musical expression, and explain my process.
	Harmony	<ul style="list-style-type: none"> ● I need help to use simple harmonies to create texture in my musical compositions. 	<ul style="list-style-type: none"> ● I can use simple harmonies from time to time to create texture in my musical compositions, with guidance. 	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	<ul style="list-style-type: none"> ● I can use simple harmonies strategically to create texture in my musical compositions, and explain the effect I am trying to achieve.
	Scales	<ul style="list-style-type: none"> ● I can find several differences in structure OR tonality in major AND minor scales. 	<ul style="list-style-type: none"> ● I can identify differences in structure OR tonality in major, minor AND pentatonic scales. 	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	<ul style="list-style-type: none"> ● I can explain several differences in structure AND tonality in major, minor AND pentatonic scales, AND propose what effect each one might create.

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	Silence	<ul style="list-style-type: none"> • I can identify moments of silence in selections of modern pop music I choose. 	<ul style="list-style-type: none"> • I sometimes experiment with silence in my musical compositions. 	<ul style="list-style-type: none"> • I often experiment with silence in my musical compositions. 	<ul style="list-style-type: none"> • I plan moments of silence in my musical compositions, and explain the effect I want to create.
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CP5.7 Create visual art works that express ideas about, and draw inspiration from, pop culture.	<ul style="list-style-type: none"> • With help, I can create art works that expresses pop culture. 	<ul style="list-style-type: none"> • I can create art works that either expresses an idea about pop culture OR draws inspiration from pop culture 	<ul style="list-style-type: none"> • I can create art works that express an idea about AND draw inspiration from pop culture. 	<ul style="list-style-type: none"> • I can create art works that express the value, inspiration and importance of pop culture.
	<ul style="list-style-type: none"> • With help, I can explain how my art works express pop culture. 	<ul style="list-style-type: none"> • I can explain how my art works either express an idea about pop culture OR draw inspiration from pop culture. 	<ul style="list-style-type: none"> • I can explain the meaning of my art works AND why I made specific artistic decisions. 	<ul style="list-style-type: none"> • I can explain what my art works means and demonstrate how self-reflection and feedback will help me grow as an artist.
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CP5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).	<ul style="list-style-type: none"> • With help, I can create artwork that somewhat reflect the style of pop art according to a few of the following elements: line, color, texture, form or shape. 	<ul style="list-style-type: none"> • I can create artwork that somewhat reflects the style of pop art according to several of the following elements: line, color, texture, form, OR shape. 	<ul style="list-style-type: none"> • I can create artwork that reflects the style of pop art according to most of the following elements: line, color, and texture, form OR shape. 	<ul style="list-style-type: none"> • I can create artwork that reflects the style of pop art according to all of the following elements: line, color, and texture, form AND shape.
	<ul style="list-style-type: none"> • With help, I can, with help, create contrast or balance in my pop art. 	<ul style="list-style-type: none"> • I can create contrast OR balance in my pop art. 	<ul style="list-style-type: none"> • I can create contrast AND balance in my pop art. 	<ul style="list-style-type: none"> • I can create contrast and balance in my pop art, but also help my classmates create it in their artwork.
	<ul style="list-style-type: none"> • With help, I can use a few different forms (e.g. graphic design, photography) in my art work OR media (e.g. mixed media, paint) in my artwork. 	<ul style="list-style-type: none"> • I can use a few different forms (e.g. graphic design, photography) OR media (e.g. mixed media, paint) in my artwork. 	<ul style="list-style-type: none"> • I can use several different forms (e.g. graphic design, photography) AND media (e.g. mixed media, paint) in my artwork. 	<ul style="list-style-type: none"> • I can use a variety of different forms (e.g. graphic design, photography) AND media (e.g. mixed media, paint) in my artwork.
Comments				