

Arts Education Grade 5 Cultural / Historical (CH)				
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.
CH5.1 Examine perspectives on contemporary life as expressed by artists in pop culture and mass media (e.g., representations of young people in ads, sitcoms, animations, and music videos).	<ul style="list-style-type: none"> I can describe how pop culture is expressed by artists. 	<ul style="list-style-type: none"> I can identify and describe how pop culture is expressed by artists. 	<ul style="list-style-type: none"> I can identify and describe how pop culture is expressed by artists AND is connected to contemporary life. 	<ul style="list-style-type: none"> I can and compare how pop culture is expressed by different artists and is connected to contemporary life.
	<ul style="list-style-type: none"> I can identify art careers in pop-culture. 	<ul style="list-style-type: none"> I can describe art careers in pop-culture. 	<ul style="list-style-type: none"> I can describe several art careers in pop-culture and list some of the rewards and challenges. 	<ul style="list-style-type: none"> I can describe and compare a variety of art careers in pop-culture and explain the rewards and challenges.
Comments				

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CH5.2 Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.	<ul style="list-style-type: none"> I describe a few contemporary Canadian First Nations, Métis, and Inuit artists. 	<ul style="list-style-type: none"> I can compare a few contemporary Canadian First Nations, Métis, and Inuit artists 	<ul style="list-style-type: none"> I can compare several contemporary Canadian First Nations, Métis, and Inuit artists 	<ul style="list-style-type: none"> I can compare several contemporary Canadian First Nations, Métis, and Inuit artists, and draw conclusions about art in Canada.
	<ul style="list-style-type: none"> With help, I can suggest some influences of popular culture on a few contemporary First Nations artists from information I gather through research. 	<ul style="list-style-type: none"> I can suggest some influences of popular culture on a few contemporary First Nations artists from information I gather through research. 	<ul style="list-style-type: none"> I can suggest some influences of popular culture on several contemporary First Nations artists from information I gather through research. 	<ul style="list-style-type: none"> I can compare the influences of popular culture on several contemporary First Nations artists from information I gather through research.
Comments				
CH5.3 Analyze and describe how arts and pop culture expressions convey information about the	<ul style="list-style-type: none"> I can identify a few ways in which arts OR pop culture give information about the time and place they were created. 	<ul style="list-style-type: none"> I can describe a few ways in which arts AND pop culture give information about the time and place they 	<ul style="list-style-type: none"> I can explain with specific examples how arts AND pop culture give information about the time and place they 	<ul style="list-style-type: none"> I can describe and compare how various forms of the arts and pop culture give information about the

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