

Arts Education Grade 8 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.
<b>CH8.1</b> <b>Research and share insights about arts expressions that incorporate social commentary.</b>	<ul style="list-style-type: none"> <li>I can <b>identify visual or performing artists</b> whose work incorporates social commentary.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>gather information through research</b> about artists whose work incorporates social commentary.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>draw conclusions, and support them with evidence</b>, about artists whose work incorporates social commentary, from information I have gathered through research.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare artists</b> whose work incorporates social commentary, from information I have gathered through research.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>present my research findings</b> on visual or performing artists whose work incorporates social commentary, <b>respecting a few presentation criteria co-constructed in class.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>present my research findings</b> on visual or performing artists whose work incorporates social commentary, <b>respecting several presentation criteria co-constructed in class.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>present my research findings</b> on visual or performing artists whose work incorporates social commentary, with <b>appropriate technology, and respecting almost all presentation criteria co-constructed in class.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>present my research findings</b> on visual or performing artists whose work incorporates social commentary, with <b>appropriate technology, and respecting all presentation criteria co-constructed in class.</b></li> </ul>
Comments				

Arts Education Grade 8 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.
<b>C8.2</b> <b>Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can describe the influence of social issues on the life, work <b>OR</b> careers of at least one contemporary First Nations, Métis, or Inuit artist.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> the influence of social issues on the life, work <b>OR</b> careers of at least one contemporary First Nations, Métis, or Inuit artist, with examples.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain the influence of social issues on the life, work AND careers of at least one contemporary First Nations, Métis, or Inuit artist, with specific detail and examples.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare the influence of social issues on the life, work AND careers of at least two contemporary First Nations, Métis, or Inuit artist, with specific detail and examples.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• With help, I can develop a plan to <b>share my research findings with one audience</b> on the influence of social issues on the work of at least one contemporary First Nations, Métis, or Inuit artist.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>develop a plan to share my research findings with one audience</b> on the influence of social issues on the work of at least one contemporary First Nations, Métis, or Inuit artist.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>share my research findings with one audience</b> on the influence of social issues on the work of at least one contemporary First Nations, Métis, or Inuit artist, <b>according to a plan I have developed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>share my research findings</b> on the influence of social issues on the work of at least one contemporary First Nations, Métis, or Inuit artist <b>with more than one audience, according to a plan I have developed.</b></li> </ul>
Comments				

Arts Education Grade 8 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.
<b>CH8.3</b> <b>Demonstrate understanding of how contemporary artists use and incorporate new technology into their work.</b>	<ul style="list-style-type: none"> <li>I can <b>identify</b> new technologies used in the artistic work <b>OR</b> career of at least one contemporary artist.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the role of new technology in the artistic work <b>OR</b> career of at least one contemporary artist.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the role of new technology in the artistic work <b>AND</b> career of at least one contemporary artist.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> the role of new technology in the work and career of at least two contemporary artists.</li> </ul>
Comments				
<b>CH8.4</b> <b>Examine and respond to the work of artists who incorporate more than one art form in their</b>	<ul style="list-style-type: none"> <li>I can <b>identify</b> works of <b>at least one artist</b> who combines more than one art form (e.g. combining poetry and music).</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe the work of at least one artist</b> who incorporates more than one art form in their work (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>respond</b> to the work of <b>at least one artist</b> who incorporates more than one art form in his or her work (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>respond</b> to the work of at least one artist who incorporates more than one art form in his or her work (e.g.</li> </ul>

<b>Arts Education Grade 8 Cultural / Historical (CH)</b>				
<b>Outcome</b>	<b>1 - Beginning</b> The student is having difficulty demonstrating an understanding of the concept.	<b>2 – Approaching</b> The student is developing an understanding of the concept.	<b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.	<b>4- Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>work (e.g., combining poetry and music).</b>		combining poetry and music).	combining poetry and music), <b>respecting almost all criteria co-constructed in class.</b>	combining poetry and music), <b>respecting all criteria co-constructed in class.</b>
Comments				