

Arts Education Grade 8 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.
<b>CP8.1</b> <b>Create dance compositions that express ideas and student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs).</b>	<ul style="list-style-type: none"> <li>I can ask key questions about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), <b>AND</b> carry out research to answer some of them.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask key questions about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), carry out research to answer some of them, <b>AND identify elements of my findings that could be used in the dance making process.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>ask key questions</b> about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), <b>carry out research</b> to answer some of them, <b>AND use many of my findings</b> in the dance making process.</li> </ul>	<ul style="list-style-type: none"> <li>I consistently use inquiry as part of the dance making process and apply my understanding to subsequent dance compositions.</li> </ul>
	<ul style="list-style-type: none"> <li>I <b>need help</b> to collaborate <b>for dance composition ideas</b> on social issues.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>select a common starting point</b> with peer collaboration for a dance composition on social issues.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>select many movements with peer collaboration</b> for a dance composition on social issues.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>expand on movement ideas with peer collaboration</b> for a dance composition on social issues.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>identify some ideas</b> in my dance compositions.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain the meaning of my dance compositions.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can explain the meaning of my dance compositions, <b>AND the features that make them distinctive.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can explain how my dance compositions, including the features that make it distinctive, <b>express ideas about social issues.</b></li> </ul>
	<ul style="list-style-type: none"> <li>I keep <b>minimal</b> records of my dance movements <b>OR</b> dance creations.</li> </ul>	<ul style="list-style-type: none"> <li>I keep <b>incomplete</b> records of my dance movements <b>OR</b> dance creations.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>keep adequate records</b> of my dance movements <b>AND</b> dance creations.</li> </ul>	<ul style="list-style-type: none"> <li>I keep <b>detailed</b> records of my dance movements <b>AND</b> dance sequences.</li> </ul>
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<b>CP8.2</b> <b>Investigate and use choreographic forms (e.g., theme and variations, canon).</b>	<ul style="list-style-type: none"> <li>I can <b>develop movements</b> to express a particular idea.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>sequence dance movements</b> to express a particular idea.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>order the dance sequences into at least one specific form</b> (e.g. ABA, ABBA, canon, theme and variations) to express a particular idea.</li> </ul>	<ul style="list-style-type: none"> <li>I can order the dance sequences into a specific form or combination of forms (e.g. ABA, ABBA, canon, theme and variations), <b>and explain how the form(s) contribute to expressing a particular idea.</b></li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can use body <b>OR</b> actions in innovative ways to develop sequences and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can use body <b>OR</b> actions in innovative ways to develop sequences and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can use body <b>AND</b> actions in innovative ways to develop sequences and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can use body and actions in innovative and <b>symbolic</b> ways to develop sequences and ideas.</li> </ul>
	<ul style="list-style-type: none"> <li>I experiment with expressive ways of using <b>a few</b> elements of dance: dynamics, rhythm, spatial design, focus, relationships, and transitions <b>OR</b> contrast.</li> </ul>	<ul style="list-style-type: none"> <li>I experiment with expressive ways of using <b>several</b> elements of dance: dynamics, rhythm, spatial design, focus, relationships, and transitions <b>OR</b> contrast.</li> </ul>	<ul style="list-style-type: none"> <li>I experiment with expressive ways of using dynamics, rhythm, spatial design, focus, relationships, transitions <b>AND</b> contrast.</li> </ul>	<ul style="list-style-type: none"> <li>I experiment with expressive ways of using dynamics, rhythm, spatial design, focus, relationships, transitions <b>AND</b> contrast, <b>AND</b> incorporate those ideas in my final dance compositions.</li> </ul>
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<b>CP8.3</b> <b>Choreograph one section of group choreography.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can contribute movement phrases to group choreography.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>contribute movement phrases</b> to group choreography.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>contribute movement phrases</b> to group choreography <b>AND encourage peers to contribute phrases</b> to group choreography.</li> </ul>	<ul style="list-style-type: none"> <li>• I can contribute movement phrases to group choreography <b>AND encourage peers to contribute phrases to group choreography, AND demonstrate leadership OR collaborative skills in bringing the group choreography project together.</b></li> </ul>
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<b>CP8.4</b> <b>Demonstrate how dramatic characters interact in relationships within the drama and/or collective creation.</b>	<b>Focus</b>	<ul style="list-style-type: none"> <li>I can use a few strategies to maintain focus during character interactions within a drama, <b>with guidance</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can use <b>a few</b> strategies to maintain focus during character interactions within a drama.</li> </ul>	<ul style="list-style-type: none"> <li>I can use <b>several</b> strategies to maintain focus during character interactions within a drama.</li> </ul>	<ul style="list-style-type: none"> <li>I can use <b>a variety of strategies</b> to maintain effective focus during character interactions within a drama.</li> </ul>
	<b>Tension</b>	<ul style="list-style-type: none"> <li>I can explain the sources or functions of tension in a drama, <b>with help</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the sources <b>AND</b> functions of tension in a drama.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>apply tension</b> to my character <b>AND</b> his or her relationships to other characters during a drama.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply <b>appropriate and relevant</b> tension to my character and his other relationships to other characters during a drama.</li> </ul>
	<b>Contrast</b>	<ul style="list-style-type: none"> <li>I can <b>give examples of contrast among characters in a drama</b>, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate how contrast among characters functions within a drama.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>apply contrast to enhance character relationships</b> within a drama.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply <b>appropriate and relevant</b> contrast to the character relationships in a drama.</li> </ul>
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<b>CP8.5</b> <b>Investigate how theatrical elements (e.g. story, character, design, and space) are combined to achieve dramatic purpose.</b>	<ul style="list-style-type: none"> <li>I can use research to understand how <b>a few theatrical elements</b> (e.g. story, character, design, and space) can be combined to achieve a dramatic purpose, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>I can use research to understand how <b>several theatrical elements</b> (e.g. story, character, design, and space) can be combined to achieve a dramatic purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>apply a few of my research findings to what I already know about theatrical elements</b> (e.g. story, character, design, space) to use them <b>in combination to achieve a dramatic purpose.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can apply <b>several</b> of my research findings to what I already know about theatrical elements (e.g. story, character, design, space) to use them <b>in combination to achieve a dramatic purpose.</b></li> </ul>
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<b>CP8.6</b> <b>Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation.</b>	<ul style="list-style-type: none"> <li>I can ask key questions about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), <b>AND</b> carry out research to answer some of them.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask key questions about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), carry out research to answer some of them, <b>AND identify elements of my findings that could be used in the drama creation process.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>ask key questions</b> about social issues (e.g., poverty, racism, homophobia, sustainability, gangs), <b>carry out research</b> to answer some of them, <b>AND use many of my findings</b> in the drama creation process.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain in detail <b>how research contributed to an authentic and important drama creation.</b></li> </ul>
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<b>CP8.7</b> <b>Improvise, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles.</b>	<ul style="list-style-type: none"> <li>I can improvise simple phrases around a given structure, <b>with guidance</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise simple <b>phrases</b> around a given structure.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>improvise simple pieces</b> around a given structure.</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise simple pieces on a structure I select myself.</li> </ul>
	<ul style="list-style-type: none"> <li>I can compose a few of pieces, with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose <b>a few</b> pieces.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose a <b>selection of pieces in contrasting styles</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose a <b>selection of pieces in contrasting styles using a variety of instruments or technologies</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>I can adequately prepare, rehearse <b>OR</b> perform my compositions for select audiences, <b>with direction</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can adequately prepare, rehearse <b>OR</b> perform my compositions for select audiences.</li> </ul>	<ul style="list-style-type: none"> <li>I can adequately prepare, rehearse, <b>AND</b> perform my compositions for select audiences.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>meticulously</b> prepare, rehearse, and perform my compositions <b>for any audience</b>.</li> </ul>
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<b>CP8.8</b> <b>Investigate and make choices about musical structures in sound composition.</b>	<ul style="list-style-type: none"> <li>I can <b>ask key questions</b> about how elements of music can be manipulated and structured to create balance and unity, AND <b>use experimentation OR inquiry</b> to answer a few of them.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>ask key questions</b> about how elements of music can be manipulated and structured to create balance and unity, AND <b>use experimentation and inquiry</b> to answer some of them.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>ask key questions</b> about how elements of music can be manipulated and structured to create balance and unity, use <b>experimentation and inquiry</b> to answer some of them, <b>AND</b> incorporate <b>the results in sound compositions.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can explain in detail <b>how inquiry and experimentation contribute to a balanced and unified sound composition.</b></li> </ul>
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<b>CP8.9</b> <b>Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs).</b>	<ul style="list-style-type: none"> <li>I can create my own sound compositions, song lyrics, <b>OR</b> improvisations in response to a social issue, <b>with help</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can create my own sound compositions, song lyrics, <b>OR</b> improvisations in response to a social issue, <b>with some guidance</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create my own sound compositions</b>, song lyrics, <b>OR</b> improvisations in response to a social issue.</li> </ul>	<ul style="list-style-type: none"> <li>I can create <b>AND</b> perform my own sound compositions, <b>with improvisation</b>, in response to a social issue.</li> </ul>
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<b>CP8.10</b> Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).	<ul style="list-style-type: none"> <li>I can <b>identify a few key aspects</b> of one social issue.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>identify a few key aspects</b> of a few social issues.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>identify several key aspects</b> of a few social issues, including student perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe in detail several key aspects</b> of a few social issues, including student perspectives.</li> </ul>
	<ul style="list-style-type: none"> <li>I can create visual artworks that <b>have a connection to a social issue, and respect several co-constructed criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can create visual artworks that <b>illustrate social issues, and respect many co-constructed criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can create visual artworks that <b>express student perspectives on social issues and respect almost all co-constructed criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can create <b>motivational or inspirational visual artworks</b> that express student perspectives on social issues, <b>and respect all co-constructed criteria.</b></li> </ul>
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<b>CP8.11</b> <b>Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.</b>	<ul style="list-style-type: none"> <li>I can <b>brainstorm ideas</b> that express student perspectives on a social issue.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>choose an idea</b> that expresses student perspectives on a social issue.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>develop an idea</b> that expresses student perspectives on a social issue.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>develop, in detail</b>, an idea that expresses student perspectives on a social issue.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can identify a message.</li> </ul>	<ul style="list-style-type: none"> <li>My message/topic is <b>evident, and needs details to develop it further.</b></li> </ul>	<ul style="list-style-type: none"> <li>My message/topic is <b>clear and developed with some details.</b></li> </ul>	<ul style="list-style-type: none"> <li>My message/topic is <b>clear and developed with many details.</b></li> </ul>
	<ul style="list-style-type: none"> <li>I can use <b>a few</b> visual art forms, images, <b>OR</b> art-making processes in expressing student perspectives on social issues.</li> </ul>	<ul style="list-style-type: none"> <li>I can use <b>several</b> visual art forms, images, <b>OR</b> art-making processes in expressing student perspectives on social issues.</li> </ul>	<ul style="list-style-type: none"> <li>I can use <b>several</b> visual art forms, images, <b>AND</b> art-making processes in expressing student perspectives on social issues.</li> </ul>	<ul style="list-style-type: none"> <li>I can use <b>a variety of</b> visual art forms, images, <b>AND</b> art-making processes in expressing student perspectives on social issues.</li> </ul>
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<b>CP8.12</b> Solve visual art problems using a variety of processes and media.	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can solve visual art challenges using a few media <b>OR</b> a few techniques that have been taught in class.</li> </ul>	<ul style="list-style-type: none"> <li>• I can solve visual art challenges using <b>several</b> media <b>AND several</b> techniques that have been taught in class.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>solve new and unfamiliar visual art challenges using a variety of processes AND media.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can solve new challenges <b>using innovative approaches and describe my process.</b></li> </ul>
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