

Arts Education Grade 7 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.
CP7.1 Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments).	<ul style="list-style-type: none"> I can ask key questions about the importance of place (e.g. relationships to the land, local geology, region, urban/rural environments), AND carry out research to answer some of them. 	<ul style="list-style-type: none"> I can ask key questions about the importance of place (e.g. relationships to the land, local geology, region, urban/rural environments), carry out research to answer some of them, AND identify elements of my findings that could be used in the dance making process. 	<ul style="list-style-type: none"> I can ask key questions about the importance of place (e.g. relationships to the land, local geology, region, urban/rural environments), carry out research to answer some of them, AND use many of my findings in the dance making process. 	<ul style="list-style-type: none"> I consistently use inquiry as part of the dance making process and apply my understanding to further my dance making.
	<ul style="list-style-type: none"> I keep minimal records of my dance movements OR dance creations. 	<ul style="list-style-type: none"> I keep incomplete records of my dance movements OR dance creations. 	<ul style="list-style-type: none"> I keep adequate records of my dance movements AND dance creations. 	<ul style="list-style-type: none"> I keep detailed records of my dance movements AND dance sequences.
Comments				

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CP7.2 Investigate and manipulate the elements of dance and principles of composition including tension and resolution.	<ul style="list-style-type: none"> • With help, I can identify examples of tension OR resolution in dances I see. 	<ul style="list-style-type: none"> • I can identify examples of tension OR resolution in dances I see, and explain my reasoning. 	<ul style="list-style-type: none"> • I can identify examples of tension AND resolution in dances I see, and explain my reasoning. 	<ul style="list-style-type: none"> • I can compare how different dances use tension AND resolution.
	<ul style="list-style-type: none"> • With help, I can explain the purpose of tension OR resolution within a dance. 	<ul style="list-style-type: none"> • I can explain the purpose of tension OR resolution within a dance. 	<ul style="list-style-type: none"> • I can explain the purpose of tension AND resolution within a dance. 	<ul style="list-style-type: none"> • I can compare the effect of tension AND resolution within a dance.
	<ul style="list-style-type: none"> • I need help to identify ways dances show tension OR resolution using the elements of dance. 	<ul style="list-style-type: none"> • I can experiment with various ways of creating tension AND resolution using the elements of dance. 	<ul style="list-style-type: none"> • I can demonstrate ways of creating tension AND resolution using the elements of dance and the results of my experimentation. 	<ul style="list-style-type: none"> • I can use and manipulate tension and resolution effectively in my dance compositions.
Comments				
CP7.3 Create and refine transitions within choreographic forms (e.g., ABBA, narrative).	<ul style="list-style-type: none"> • I can sequence dance movements that demonstrate transitions between dance phrases for a single form. 	<ul style="list-style-type: none"> • I can sequence dance movements that demonstrate transitions between dance phrases for a variety of forms. 	<ul style="list-style-type: none"> • I can sequence dance movements that demonstrate clarity of transitions between dance phrases for 	<ul style="list-style-type: none"> • I can sequence dance movements that demonstrate transition clarity and risk-taking for various forms in my

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			various forms.	dance phrases
	<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.
Comments				
CP7.4 Investigate how dramatic character develops from role.	<ul style="list-style-type: none"> • I can use research or analysis to develop a dramatic character from role with help. 	<ul style="list-style-type: none"> • I can use research OR analysis to develop a dramatic character from role. 	<ul style="list-style-type: none"> • I can use research AND analysis to develop a dramatic character from role. 	<ul style="list-style-type: none"> • I can use research AND analysis to develop a complex dramatic character from role.

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	<ul style="list-style-type: none"> I can explain a few of the following aspects related to my character: motivation, needs, wants OR background. 	<ul style="list-style-type: none"> I can explain several of the following aspects related to my character: motivation, needs, wants OR background. 	<ul style="list-style-type: none"> I can explain the following aspects related to my character: motivation, needs, wants AND background. 	<ul style="list-style-type: none"> I can explain my character’s motivation, needs, wants AND background in detail. 	
Comments					
CP7.5 Use drama elements, strategies, negotiation, and	Elements and strategies	<ul style="list-style-type: none"> With help, I can select a few drama elements OR strategies, and point out how they could help shape the direction of a drama. 	<ul style="list-style-type: none"> I can select a few drama elements OR strategies, and point out how they could help shape the direction of a drama. 	<ul style="list-style-type: none"> I can select several drama elements AND strategies AND point out how they could help demonstrate leadership shape the direction of a drama. 	<ul style="list-style-type: none"> I can select a variety of logical drama elements and strategies and justify, with examples, how they could help shape the direction of a drama.

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collaboration to help shape the direction of the drama and/or collective creation.	Collaboration and negotiation	<ul style="list-style-type: none"> I can collaborate OR assist in negotiation in a drama activity with guidance. 	<ul style="list-style-type: none"> I can collaborate OR assist in negotiation in a drama activity. 	<ul style="list-style-type: none"> I can collaborate AND assist in negotiation that leads to consensus in a drama activity. 	<ul style="list-style-type: none"> I can demonstrate leadership while collaborating and negotiating towards consensus in a drama activity.
Comments					
CP7.6 Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.		<ul style="list-style-type: none"> I can generate questions to extend my understanding about the importance of place in a drama creation (e.g. relationships to the land, local geology, region, urban/rural environments), with help. 	<ul style="list-style-type: none"> I can generate questions OR gather information to extend my understanding about place in a drama creation (e.g. relationships to the land, local geology, region, urban/rural environments). 	<ul style="list-style-type: none"> I can generate questions AND gather information to extend my understanding about the importance of place in a drama creation (e.g. relationships to the land, local geology, region, urban/rural environments). 	<ul style="list-style-type: none"> I can generate questions AND gather information from a few sources to extend my understanding about the importance of place in a drama creation (e.g. relationships to the land, local geology, region, urban/rural

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				environments).
	<ul style="list-style-type: none"> I can express a few ideas about place during a drama collaboration, with help. 	<ul style="list-style-type: none"> I can express a few ideas about place during a drama collaboration. 	<ul style="list-style-type: none"> I can express my understanding about place to further a drama collaboration (e.g. relationships to the land, local geology, region, urban/rural environments). 	<ul style="list-style-type: none"> I can explain, with examples, my understanding about place to further a drama collaboration (e.g. relationships to the land, local geology, region, urban/rural environments).
Comments				
CP7.7 Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and	<ul style="list-style-type: none"> I can recognize improvisation in music and sounds around me with direction. 	<ul style="list-style-type: none"> I can sometimes improvisation in music and sounds around me with direction. 	<ul style="list-style-type: none"> I can usually recognize improvisation in music and sounds around me. 	<ul style="list-style-type: none"> I can recognize improvisation in music and sounds around me and can suggest possible reasons for the improvisation.

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constructed environment.	<ul style="list-style-type: none"> I can imitate an improvised phrase (ex. 2 measures) using my voice, instruments or other sound sources. 	<ul style="list-style-type: none"> I can improvise a short phrase using my voice, instruments or other sound sources with guidance. 	<ul style="list-style-type: none"> I can improvise a short phrase using my voice, instruments or other sound sources. 	<ul style="list-style-type: none"> I can improvise a phrase of several measures using my voice, instruments or other sound sources.
Comments				
CP7.8 Investigate and manipulate elements of music and principles of composition including tension and resolution.	<ul style="list-style-type: none"> With help, I can illustrate tension OR resolution in music. 	<ul style="list-style-type: none"> I can illustrate tension OR resolution in music. 	<ul style="list-style-type: none"> I can illustrate tension AND resolution in music. 	<ul style="list-style-type: none"> I can illustrate tension AND resolution in music,
	<ul style="list-style-type: none"> With help, I can draw a few conclusions about how elements of music (i.e. rhythm, pitch/melody, dynamics, 	<ul style="list-style-type: none"> I can draw a few conclusions about how elements of music (i.e. rhythm, pitch/melody, dynamics, timbre/tone 	<ul style="list-style-type: none"> I can draw several conclusions about how elements of music (i.e. rhythm, pitch/melody, dynamics, timbre/tone 	<ul style="list-style-type: none"> I can draw several conclusions about how many elements of music (i.e. rhythm, pitch/melody, dynamics,

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	timbre/tone colour, texture) can be shaped to create tension OR resolution.	colour, texture) can be shaped to create tension OR resolution.	colour, texture) can be shaped to create tension AND resolution.	timbre/tone colour, texture) can be shaped to create tension AND resolution.
	<ul style="list-style-type: none"> I can manipulate some elements of music in my own compositions. 	<ul style="list-style-type: none"> I can manipulate some elements of music AND tension OR resolution in my own compositions. 	<ul style="list-style-type: none"> I can manipulate some elements of music AND tension AND resolution in my own compositions. 	<ul style="list-style-type: none"> I can manipulate many elements of music AND tension AND resolution in my own compositions.
Comments				
CP7.9 Use traditional and/or homemade instruments to investigate relationships between musical expression and place (e.g., world music, African and Latin drumming, Indonesian gamelan, North American First Nations’ flutes,	<ul style="list-style-type: none"> With help, I can make connections between a few elements of music and musical expressions in a few different places in the world. 	<ul style="list-style-type: none"> I can make connections between a few elements of music and musical expressions in a few different places in the world. 	<ul style="list-style-type: none"> I can make connections between many elements of music and musical expressions in a few different places in the world. 	<ul style="list-style-type: none"> I can compare the elements of music in musical expressions from a few different places in the world.
	<ul style="list-style-type: none"> With help, I can imitate a few characteristics of musical expressions in a few different places in the world using traditional OR 	<ul style="list-style-type: none"> I can imitate a few characteristics of musical expressions in a few different places in the world using traditional OR 	<ul style="list-style-type: none"> I can imitate a few characteristics of musical expressions in a several different places in the world using traditional OR 	<ul style="list-style-type: none"> I can imitate a few characteristics of musical expressions in several different places in the world using traditional AND

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Caribbean steel bands, urban street culture).	homemade instruments.	homemade instruments.	homemade instruments.	homemade instruments.
Comments				
CP7.10 Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).	<ul style="list-style-type: none"> • With help, I can identify aspects of place (e.g. relationship to the land, local geology, region, urban/rural landscapes, and environment) in visual art works I select. 	<ul style="list-style-type: none"> • I can identify aspects of place (e.g. relationship to the land, local geology, region, urban/rural landscapes, and environment) in visual art works I select. 	<ul style="list-style-type: none"> • I can express the importance of place (e.g. relationship to the land, local geology, region, urban/rural landscapes, and environment) in visual art works I select. 	<ul style="list-style-type: none"> • I can compare the importance of place (e.g. relationship to the land, local geology, region, urban/rural landscapes, and environment) in visual art works I select.

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	<ul style="list-style-type: none"> I can create visual artworks that represent a place. 	<ul style="list-style-type: none"> I can create visual artworks that illustrate the importance of place. 	<ul style="list-style-type: none"> I can create visual artworks that express ideas about the importance of place. 	<ul style="list-style-type: none"> I can create motivational or inspirational visual artwork with a specific notion of place.
Comments				
CP7.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about place.	<ul style="list-style-type: none"> I can brainstorm ideas about the importance of place. 	<ul style="list-style-type: none"> I can choose an idea about the importance of place. 	<ul style="list-style-type: none"> I can develop an idea about the importance of place. 	<ul style="list-style-type: none"> I can develop, in detail, an idea about the importance of place.
	<ul style="list-style-type: none"> With help, I can identify a message. 	<ul style="list-style-type: none"> My message/topic is evident, and needs details to develop it further. 	<ul style="list-style-type: none"> My message/topic is clear and developed with some details. 	<ul style="list-style-type: none"> My message/topic is clear and developed with many details.

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	<ul style="list-style-type: none"> I can use a few visual art forms, images, OR art-making processes in expressing ideas about place. 	<ul style="list-style-type: none"> I can use several visual art forms, images, OR art-making processes in expressing ideas about place. 	<ul style="list-style-type: none"> I can use several visual art forms, images, AND art-making processes in expressing ideas about place. 	<ul style="list-style-type: none"> I can use a variety of visual art forms, images, AND art-making processes in expressing ideas about place.
Comments				
CP7.12 Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media.	<ul style="list-style-type: none"> I can demonstrate use of a few appropriate image-making skills, tools OR techniques. 	<ul style="list-style-type: none"> I can demonstrate skillful use of a limited range of appropriate image-making skills, tools OR techniques. 	<ul style="list-style-type: none"> I can demonstrate skillful use of a range of appropriate image-making skills, tools AND techniques. 	<ul style="list-style-type: none"> I can demonstrate skillful and sometimes advanced use of a wide range of appropriate image-making skills, tools AND techniques.
	<ul style="list-style-type: none"> With help, I can solve visual art challenges using techniques that have been taught in class. 	<ul style="list-style-type: none"> I can solve visual art challenges using techniques that have been taught in class. 	<ul style="list-style-type: none"> I can solve new and unfamiliar visual art challenges, and describe my process. 	<ul style="list-style-type: none"> I can solve new challenges using different approaches.
Comments				

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