

DRAFT Kindergarten to Grade 4 Arts Education

Arts Education – ART					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Developing communication and expression allows us to represent and interpret our understandings of the world in multiple ways.				
Guiding Question	How can I express my feelings and stories through art experiences?	How can I express my ideas and stories through art experiences?	How can we experience and develop expression and communication of ideas and stories through art?	How can we explore artistic choice to develop expression and communication of ideas and stories?	How can we examine and apply artistic choice to develop expression and communication of ideas and stories?
Learning Outcome	Children explore and create art that expresses feelings and stories.	Students explore and create art that expresses ideas and stories.	Students explore and create art that develops expression of ideas and stories.	Students examine artistic preferences that develop expression of ideas and stories.	Students examine and create art that develops expression of ideas, stories, and artistic preferences.
Conceptual Knowledge	<ul style="list-style-type: none"> art begins with exploring and creating (processes) imagination can be a starting point (source of inspiration) for creating art art can express (represent) imagination, feelings, and stories building objects can express creativity art can make us think and feel people respond differently to art art can be created in response to imagination, feelings, and stories 	<ul style="list-style-type: none"> art processes are ongoing and involve exploring and creating curiosity can be a starting point (source of inspiration) for creating art art can express ideas and stories creating objects with a purpose can express ideas responses to art can be holistic, including emotional, intellectual, spiritual, or physical art can be created in response to ideas and stories 	<ul style="list-style-type: none"> art processes are ongoing and involve exploring, creating, and practising personal experiences can be a starting point (source of inspiration) to create art First Nations, Métis, and Inuit art communicates ideas, stories, and experiences art can communicate ideas, stories, and experiences design (creating something with a message or purpose) is another way to express creativity 	<ul style="list-style-type: none"> art processes are ongoing and involve exploring, creating, practising, and reflecting art genres (including landscape, portrait, still life) and movements (including folk, abstract, pop, modern) can influence personal preferences and artistic choice (source of inspiration) design (creating with a purpose) can show evidence of personal preferences First Nations, Métis, and Inuit artworks can provide inspiration for artistic choice responses in art are related to our preferences (source of inspiration) and experiences artistic choice can alter expression of ideas and stories 	<ul style="list-style-type: none"> art processes are ongoing and involve exploring, creating, practising, and reflecting criteria for feedback, created collaboratively, promotes respectful sharing personal preferences and artistic choice can be applied to create interest in design First Nations, Métis, and Inuit artists are inspired and influenced by their culture artistic preferences, opinions, and experiences are shared through the process of feedback artistic choice and refinement can alter expression in art
Procedural Knowledge	<ul style="list-style-type: none"> sharing responses to a variety of art observing feelings in response to First Nations, Métis, and Inuit art creating art in response to feelings creating art that expresses imagination, feelings, and stories creating art freely and spontaneously creating imaginative objects with a variety of materials 	<ul style="list-style-type: none"> expressing feelings, thoughts, and experiences about art observing creative processes responding to First Nations, Métis, and Inuit stories through art creating art in response to thoughts creating art that expresses curiosity creating art for enjoyment building objects that explore curiosity 	<ul style="list-style-type: none"> creating art that communicates ideas, stories, and experiences creating art that communicates ideas, stories, and experiences inspired by First Nations, Métis, and Inuit texts communicating ideas through the exploration of design (making something for a purpose) creating art to share with others sharing creative processes practising ownership of a response to art 	<ul style="list-style-type: none"> examining a variety of art genres and movements to explore personal artistic preferences comparing and contrasting art experiences to develop an understanding of artistic preferences examining a variety of design elements to develop artistic preferences discussing artistic choices of First Nations, Métis, and Inuit artists creating art that shows exploration of personal preferences and artistic choice creating art that demonstrates awareness of self explaining creative processes using words that are unique to art (language of art) reflecting on art experiences to develop personal preferences and artistic choice 	<ul style="list-style-type: none"> creating art that demonstrates personal preferences and artistic choice creating art that expresses and communicates ideas and stories creating art to celebrate relationships of self and one another co-creating criteria for reflecting on art sharing a variety of art genres and movements to explore evidence of artistic choice sharing feedback with guidance examining a variety of design elements to explore artistic choice exploring First Nations, Métis, and Inuit art for cultural influences on artistic choices

DRAFT Kindergarten to Grade 4 Arts Education

Arts Education – ART					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Competencies	<ul style="list-style-type: none"> • Communication • Creativity and Innovation 	<ul style="list-style-type: none"> • Communication • Creativity and Innovation 	<ul style="list-style-type: none"> • Communication • Creativity and Innovation 	<ul style="list-style-type: none"> • Communication • Critical Thinking 	<ul style="list-style-type: none"> • Critical Thinking • Creativity and Innovation
Literacy	<ul style="list-style-type: none"> • LKU3a.K: Background Knowledge • LKU4c.K: Intent • LKU4d.K: Modes and Media • LA1a.K: Purpose • LKU3b.K: Vocabulary 	<ul style="list-style-type: none"> • LKU3a.1: Background Knowledge • LA1a.1: Purpose • LKU4c.1: Intent • LKu4e.1: Media Influence • LKU4d.1: Modes and Media 	<ul style="list-style-type: none"> • LA1a.1: Purpose • LKU4d.1: Modes and Media • LKU3d.1: Vocabulary • LKU2d.1: Ethical Use 	<ul style="list-style-type: none"> • LKU3a.1.: Background Knowledge • LA1a.1: Purpose • LKU3b.1: Vocabulary • LKU4a.1: Clarity • LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> • LA3a.2: Analysis • LKU3a.2: Background Knowledge • LKU3b.2: Vocabulary • LKU4b.2: Audience • LKU4c.1: Intent • LKU4d.1: Modes and Media
Numeracy	<ul style="list-style-type: none"> • NKU3b.K: Interpret and Represent Spatial Information • NKU3c.K: Communication • NKU2a.K: Spatial Visualization 	<ul style="list-style-type: none"> • NKU2a.1: Spatial Visualization • NKU2b.1: Management of Space 	<ul style="list-style-type: none"> • NKU2a.1: Spatial Visualization • NKU2b.1: Management of Space 	<ul style="list-style-type: none"> • NKU2a.1: Spatial Visualization • NKU2b.1: Management of Space 	<ul style="list-style-type: none"> • NKU2a.2: Spatial Visualization • NKU2b.2: Management of Space

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DRAFT Kindergarten to Grade 4 Arts Education

Arts Education – ART					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Exploring dynamic interconnections in the world and universe strengthens our understandings of relationships.				
Guiding Question	How can art help me learn about connections to my world?	How can art help me understand connections in my world?	How can art help us learn about community connections?	How can we use art to make connections with the stories of one another?	How can art experiences foster community and cultural connections?
Learning Outcome	Children explore and share personal connections through art experiences.	Students explore and share relationships between self and art experiences.	Students explore and share relationships between self, one another, and communities through art.	Students examine and discuss how art experiences contribute to relationships between self, one another, and communities.	Students examine and discuss relationships between communities and cultures through art.
Conceptual Knowledge	<ul style="list-style-type: none"> art can express ideas about self artists express personal connections by creating art First Nations, Métis, and Inuit art may depict connections between self and nature 	<ul style="list-style-type: none"> art experiences can develop awareness of self and promote positive relationships individuals and cultures have unique stories that can be expressed through art art is a way to express thoughts about self and relationships relationships can be expressed in art (sources of inspiration) relationships to nature can be expressed in art art forms of various cultures can differ and can bring us knowledge of one another digital tools can provide access to explore art 	<ul style="list-style-type: none"> art experiences can develop awareness of self, one another, and communities art can represent local communities personal connections with communities can be revealed through art First Nations, Métis, and Inuit art illustrates relationships to self and sky, land, water, and animals 	<ul style="list-style-type: none"> art can communicate diverse points of view art experiences can foster a sense of belonging artists develop individuality through ownership of personal point of view the art of First Nations, Métis, and Inuit reflect their diverse stories and communities 	<ul style="list-style-type: none"> art experiences provide a safe way to nurture positive relationships and shape perspective artists develop individuality through exploration of personal connections cultural knowledge can be represented in First Nations, Métis, and Inuit art
Procedural Knowledge	<ul style="list-style-type: none"> sharing a variety of art experiences to explore imagination sharing thoughts about self through a variety of art experiences exhibiting personal art exploring First Nations, Métis, and Inuit art that demonstrates connections between self and nature 	<ul style="list-style-type: none"> sharing a variety of art experiences to explore curiosity sharing observations and ideas about the art of self and one another exploring the variety of ways that art makes us feel and think examining story in a variety of artworks becoming aware of the beauty of nature in a variety of First Nations, Métis, and Inuit artworks exploring the ways we find ideas to create art (sources of inspiration: story, nature, experiences) sharing personal talents through art 	<ul style="list-style-type: none"> discussing the art of diverse communities in a variety of ways, including digital sources and gallery visits sharing how characteristics of self are reflected in the art of one another discussing personal experiences as starting points for creating art (sources of inspiration) exploring the connections of self, one another, and communities through art exploring the relationship of self to sky, land, water, and animals in First Nations, Métis, and Inuit art 	<ul style="list-style-type: none"> discussing elements of story in art exploring relationships of self and one another through art sharing how characteristics of self can be reflected in the art of diverse communities sharing how artists may communicate point of view in art discussing how First Nations, Métis, and Inuit art acknowledges diverse people and places 	<ul style="list-style-type: none"> describing how cultures and communities record or illustrate stories and histories of life through art reflecting on a variety of different art genres (including landscape, portrait, still life) and movements (including folk, abstract, pop, modern) to develop personal connections comparing and contrasting how the art of cultures and communities expresses knowledge discussing the cultural knowledge in First Nations, Métis, and Inuit art
Competencies	<ul style="list-style-type: none"> Communication Personal Growth and Well-being 	<ul style="list-style-type: none"> Communication Personal Growth and Well-being 	<ul style="list-style-type: none"> Communication Cultural and Global Citizenship 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Cultural and Global Citizenship Critical Thinking
Literacy	<ul style="list-style-type: none"> LKU4a.K: Clarity] LKU3a.K: Background Knowledge LA1.K: Purpose 	<ul style="list-style-type: none"> LKU4a.1: Clarity LKU4e.1: Media Influence 	<ul style="list-style-type: none"> LA1b.1: Participation LKU4a.1: Clarity LKU2b.1: Access 	<ul style="list-style-type: none"> LKU3d.1: Comprehension Strategies LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU3a.2: Background Knowledge LKU4a.2: Clarity LKU3d.2: Comprehension Strategies
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified

DRAFT Kindergarten to Grade 4 Arts Education

Arts Education – ART					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Artworks take form through the exploration and choice of components, which supports artistic expression.				
Guiding Question	How can we begin to explore components of art?	How can we explore and practise components of art?	How can we explore and develop art skills using components of art?	How can we explore and practise art skills using components of art?	How can we explore and combine art skills using components of art?
Learning Outcome	Children explore art skills by interacting with art media and methods.	Students build a foundation of art skills through exploration and practice with art media and methods.	Students explore and develop art skills while interacting with art media and methods.	Students practise art skills and explore personal preferences while interacting with art media and methods.	Students combine art skills and practise personal preferences while interacting with art media and methods.
Conceptual Knowledge	<ul style="list-style-type: none"> creative process is the experience of creating art art skills and the words we use to talk about art develop over time artworks can be personal or shared a signature on your artwork means you are the owner art media (what we use to create art) and methods (how we create art) can be used to express feelings and stories 	<ul style="list-style-type: none"> creative process is the experience of creating art art skills are developed through exploration and practice with art media (what we use to create art) and methods (how we create art) artworks are owned by the artist and require permission to be shared art media (what we use to create art) and methods (how we create art) can be used to express ideas and stories 	<ul style="list-style-type: none"> creative processes are individual art skills are developed through observation and practice artists make experimental and informed choices as part of creative processes exploration of personal preferences and choices can be teacher guided, student led, or a combination of both creative processes can be communicated through artist statements 	<ul style="list-style-type: none"> creative processes are individual and change over time artists may use media and methods in a specific way to personalize artworks exploration and practice of art skills improves when thinking about personal creative processes creating an artist statement helps artists think about creative processes 	<ul style="list-style-type: none"> creative processes are individual, involve reflection, and change over time continuous observation of genres (such as landscape, portrait, still life) and movements (such as folk, abstract, pop, modern) can influence personal preferences and artistic choice practice can be personally directed or guided by others and contributes to artistic growth reflection of creative processes can be shared through artist statements media and methods can be combined and applied in a way that improves expression and communication of ideas
Procedural Knowledge	<ul style="list-style-type: none"> exploring a variety of art media (including materials, paper, paint, tools) when creating art exploring art skills through a variety of methods (including drawing, painting, pattern) creating artworks through structured art experiences exploring art words (language of art) while sharing ideas and feelings 	<ul style="list-style-type: none"> practising to explore a variety of art media (including materials, paper, paint, tools) developing basic art skills by experimenting with a variety of methods (including drawing, painting, pattern) practising safe use of art media 	<ul style="list-style-type: none"> practising art skills with a variety of art media and methods sharing artistic choices of media and methods observing creative processes of one another discussing artist statements to understand inspiration, intent, and processes exploring design challenges with art media and methods 	<ul style="list-style-type: none"> describing how artists use media and methods to personalize art practising art skills to develop creative processes creating basic artist statements exploring how experiences and sources of inspiration guide creative processes 	<ul style="list-style-type: none"> practising art skills and exploring techniques with a variety of media and methods, to express and refine ideas combining components to create interest when creating art sharing artist statements that show personal reflection of creative processes
Competencies	• Creativity and Innovation	• Personal Growth and Well-being	• Personal Growth and Well-being	• Personal Growth and Well-being	• Managing Information • Personal Growth and Well-being
Literacy	<ul style="list-style-type: none"> LKU4d.K: Modes and Media LKU2d.K: Ethical Use 	<ul style="list-style-type: none"> LKU4d.1: Modes and Media LKU2d.1: Ethical Use 	<ul style="list-style-type: none"> LKU3b.1: Vocabulary LKU3d.1: Comprehension Strategies LKU4a.1: Clarity LKU4d.1: Modes and Media 	<ul style="list-style-type: none"> LKU4d.1: Modes and Media LKU3d.1: Comprehension Strategies LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU4a.2: Clarity LKU4d.2: Modes and Media LKU3d.1: Comprehension Strategies
Numeracy	<ul style="list-style-type: none"> NKU1d.K: Patterns and Relations NKU2a.K: Spatial Visualization NKU4c.K: Methods or Tools NKU4a.K: Strategies 	<ul style="list-style-type: none"> NKU2a.1: Spatial Visualization NKU4a.1: Strategies 	<ul style="list-style-type: none"> NKU2a.1: Spatial Visualization NKU4a.1: Strategies 	<ul style="list-style-type: none"> NKU2a.1: Spatial Visualization 	<ul style="list-style-type: none"> NKU2a.2: Spatial Visualization

DRAFT Kindergarten to Grade 4 Arts Education

Arts Education – DANCE					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Developing communication and expression allows us to represent and interpret our understandings of the world in multiple ways.				
Guiding Question	How can I express my feelings and stories through creative movement experiences?	How can I express my ideas and stories through creative movement experiences?	How can we experience and develop expression of ideas and stories through creative movement?	How can we explore a variety dance movements to develop expression of ideas and stories?	How can we examine and apply movement preferences to develop expression of ideas and stories?
Learning Outcome	Children explore and create movement that expresses feelings and stories.	Students explore and create movement that expresses ideas and stories.	Students explore and express ideas and stories through creative movement.	Students examine artistic preferences that develop expression of ideas and stories in dance.	Students examine and create dance that develops expression of ideas, stories, and artistic preferences.
Conceptual Knowledge	<ul style="list-style-type: none"> creative movement begins with exploring and creating (processes) imagination can be a starting point (source of inspiration) for creating movement creative movement can express (represent) imagination, feelings, and stories creative movement can be individual or shared with one another creative movement can be a guided or improvised expression people express feelings and stories through movement in a variety of ways concepts of dance can be applied to develop feelings and stories through creative movement 	<ul style="list-style-type: none"> creative movement processes are ongoing and involve exploring and creating curiosity can be a starting point (source of inspiration) for creating movement a response to creative movement can be holistic, including emotional, intellectual, spiritual, and physical people have unique ways of expressing ideas and stories through movement creative movement can communicate feelings and stories of self, Francophone and other cultures First Nations, Métis, and Inuit express ideas and stories through creative movement individuals respond to creative movement in personal ways concepts of dance can be applied to develop ideas and stories through creative movement repetition and unison (choreographic devices) can be applied to creative movement 	<ul style="list-style-type: none"> creative movement processes are ongoing and involve exploring, creating, and practising personal experiences can be a starting point (source of inspiration) for creating movement phrases creative movement phrases are a way to organize and communicate ideas and stories creative movement phrases can have a beginning and an ending First Nations, Métis, and Inuit tell stories through creative movement responses to creative movement are connected to personal experiences concepts of creative movement can be used to develop ideas and stories movement can grow bigger or smaller in size (expansion/diminution) creative movement can be organized into phrases that are the same and different (binary form AB and ternary form ABA – choreographic forms) 	<ul style="list-style-type: none"> dance processes are ongoing and involve exploring, creating, practising, and reflecting dances of one another can be a source of inspiration for creating dances a combination of two or more dance phrases creates a sequence dance sequences have a beginning, middle, and ending dance sequences are a way to express ideas and communicate stories First Nations, Métis, and Inuit dances can inspire new preferences dance can inspire a variety of responses dance concepts and responses to dance can develop preferences and be used to develop ideas and stories canon, retrograde, and rondo (choreographic devices and forms) can give structure to dance phrases and sequences 	<ul style="list-style-type: none"> dance processes are ongoing and involve exploring, creating, practising, and reflecting artistic preferences, including facial expression, posture, and energy of movements, can enhance expression in dance expression in dance can be improved through feedback, reflection, and refinement First Nations, Métis, and Inuit cultures can influence and provide inspiration for movement choices responses to dance can be connected to personal preferences dance concepts can help develop preferences accumulation (choreographic device) can add interest to dance phrases and sequences
Procedural Knowledge	<ul style="list-style-type: none"> representing feelings and stories through creative movement improvising creative movement to explore imagination expressing feelings and stories through creative movement sharing feelings in response to First Nations, Métis, and Inuit dances 	<ul style="list-style-type: none"> creating movement ideas using the concepts of dance improvising creative movement to explore curiosities expressing feelings and thoughts about creative movement of self and others responding to stories from First Nations, Métis, and Inuit through creative movement exploration 	<ul style="list-style-type: none"> creating movement phrases that include beginning and ending positions improvising creative movement phrases inspired by personal experiences creating dance phrases using the concepts of dance and within a choreographic form or structure sharing the ways in which creative movement experiences help us tell stories responding to stories from First Nations, Métis, and Inuit cultures with creative movement compositions 	<ul style="list-style-type: none"> combining dance phrases into sequences that include beginning, middle, and end positions improvising dance phrases and sequences in response to various inspirations or experiences creating dance phrases and sequences using the concepts of dance and choreographic devices and forms responding to the dances of one another observing a variety of First Nations, Métis, and Inuit dances for inspiration of movement preferences 	<ul style="list-style-type: none"> creating dance phrases and sequences within a choreographic device improvising dance phrases and sequences based on artistic preferences refining dance phrases and sequences informed by feedback exploring First Nations, Métis, and Inuit dance for cultural influence on artistic preferences

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Arts Education – DANCE					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Competency	<ul style="list-style-type: none"> • Communication • Creativity and Innovation 	<ul style="list-style-type: none"> • Creativity and Innovation • Communication 	<ul style="list-style-type: none"> • Creativity and Innovation • Communication 	<ul style="list-style-type: none"> • Communication • Critical Thinking 	<ul style="list-style-type: none"> • Critical Thinking • Creativity and Innovation
Literacy	<ul style="list-style-type: none"> • LA1a.K: Purpose • LKU4a.K: Clarity • LKU4c.K: Intent • LKU3b.K: Vocabulary • LKU3a.K: Background Knowledge 	<ul style="list-style-type: none"> • LKU3a.1: Background Knowledge • LKU4c.1: Intent • LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> • LKU3c.1: Text Organization • LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity 	<ul style="list-style-type: none"> • LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity • LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> • LKU3d.2: Comprehension Strategies
Numeracy	<ul style="list-style-type: none"> • NKU2g.K: Location and Direction • NKU3c.K: Communication • NKU2b.K: Management of Space 	<ul style="list-style-type: none"> • NKU3c.1: Communication • NKU2b.1: Management of Space 	<ul style="list-style-type: none"> • NKU2b.1: Management of Space • NKU3c.1: Communication 	<ul style="list-style-type: none"> • NKU2b.1: Management of Space • NKU2f.1: Time 	<ul style="list-style-type: none"> • NKU2b: Management of Space • NKU2f.2: Time

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Arts Education – DANCE					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Exploring dynamic interconnections in the world and universe strengthens our understandings of relationships.				
Guiding Questions	How can creative movement help me learn about connections to my world?	How can creative movement help me understand connections in my world?	How can creative movement help us learn about community connections?	How can dance experiences help us make connections to the stories of one another?	How can dance experiences foster community and cultural connections?
Learning Outcome	Children explore and share personal connections through creative movement experiences.	Students explore and share relationships between self and creative movement experiences.	Students explore and share relationships between self, one another, and communities through creative movement.	Students examine and discuss how dance experiences contribute to relationships between self, one another, and communities.	Students examine and discuss relationships between the dances of various communities and cultures.
Conceptual Knowledge	<ul style="list-style-type: none"> creative movement can express ideas about self creative movement can express personal connections relationships can be made when creative movement is shared and viewed awareness of self can be made by moving in both self-space and general space digital tools can provide access to explore creative movement First Nations, Métis, and Inuit dance may depict the connections between self and nature individuals participate in creative movement and dance as both performer and audience member 	<ul style="list-style-type: none"> creative movement can be made individually or with one another awareness of self and others can be made by moving both in self-space and general space relationships can be made when creative movement is shared with one another First Nations, Métis, and Inuit dance may depict the appreciation of nature, self, and one another digital tools can provide access to view and respond to the dances of one another creative movement and dance can differ and communicate knowledge 	<ul style="list-style-type: none"> creative movement experiences can develop awareness of self, one another, and communities connections to one another and to communities can be expressed through creative movement cultural occasions and celebrations can be expressed through creative movement and dance creative movement experiences can build connections and a sense of belonging between self, one another, and communities First Nations, Métis, and Inuit dance may represent the relationship between self and nature 	<ul style="list-style-type: none"> audience etiquette supports the development of respectful relationships individuals and communities express identity through dance dance provides a way to explore diverse points of view and gain insight into the stories of one another dance experiences help people relate to one another First Nations, Métis, and Inuit dances can represent and communicate stories, traditions, and relationships 	<ul style="list-style-type: none"> stories, traditions, and identity can be expressed through dance connections to various communities and cultures, including Francophone, can be expressed through dance perspectives are broadened through the sharing of dance cultural knowledge can be represented in First Nations, Métis, and Inuit dances
Procedural Knowledge	<ul style="list-style-type: none"> sharing personal connections to creative movement participating in creative movement experiences as a performer and observer exploring First Nations, Métis, and Inuit dances that demonstrate connections between self and nature 	<ul style="list-style-type: none"> observing ways in which creative movement can communicate feelings, personal style, and talents responding to the creative movement of self and one another identifying similarities and differences in the creative movement of self and one another exploring how First Nations, Métis, and Inuit dances celebrate nature, self, and one another 	<ul style="list-style-type: none"> observing how characteristics of self are reflected in the creative movement of one another and various communities sharing connections between self, one another, and communities through creative movement observing how diverse communities use creative movement to celebrate cultural occasions experiencing the creative movement of diverse communities exploring the connections between self, one another, sky, land, and water through creative movement 	<ul style="list-style-type: none"> sharing how characteristics of self may be reflected in the dances of diverse communities discussing ways in which dances of diverse communities can convey meaning discussing the diversity of First Nations, Métis, and Inuit dances and their stories 	<ul style="list-style-type: none"> comparing and contrasting how the dances of diverse cultures and communities express story, tradition, and identity exploring how cultural knowledge is represented in First Nations, Métis, and Inuit dances
Competency	<ul style="list-style-type: none"> Communication Personal Growth and Well-being 	<ul style="list-style-type: none"> Personal Growth and Well-being 	<ul style="list-style-type: none"> Cultural and Global Citizenship Communication 	<ul style="list-style-type: none"> Communication Cultural and Global Citizenship 	<ul style="list-style-type: none"> Cultural and Global Citizenship Critical Thinking
Literacy	<ul style="list-style-type: none"> LKU3a.K: Background Knowledge LKU4a.K: Clarity 	<ul style="list-style-type: none"> LKU3a.1: Background Knowledge LKU4e.1: Media Influence 	<ul style="list-style-type: none"> LA1b.1: Participation LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LA1b.1: Participation LKU4a.1: Clarity 	<ul style="list-style-type: none"> LA1b.2: Participation LKU3d.1: Comprehension Strategies
Numeracy	<ul style="list-style-type: none"> NKU2a.K: Spatial Visualization NKU2b.K: Management of Space 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> NKU3c.1: Communication 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified

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Essential Understanding	Artworks take form through the exploration and choice of components, which supports artistic expression.				
Guiding Questions	How can I explore artistic expression through creative movement?	How can I explore and develop artistic expression through creative movement with others?	How can the artistic expression of others contribute to creative movement experiences?	How can we develop artistic expression through dance choreography?	How can we enhance artistic expression in dance choreography?
Learning Outcome	Children develop artistic expression through creative movement exploration.	Students develop artistic expression with others, through creative movement exploration.	Students explore and develop artistic expression of self and one another through collaboration in ensembles.	Students develop artistic expression by applying elements of dance to compositions.	Students develop and enhance artistic expression by applying increasingly complex elements to compositions.
Conceptual Knowledge	<ul style="list-style-type: none"> • there are many ways to express oneself through movement • movement can be performed while moving from one place to another (locomotor) or while remaining in one place (non-locomotor) • knowledge of where objects or people are in relation to oneself (spatial awareness) promotes safety • space, movement, and time (elements of dance) are important parts of dance • body, relationships, speed, level, and size are dance concepts used to describe creative movements 	<ul style="list-style-type: none"> • creative movement can be a shared experience • the element of space in dance includes pathway, direction, shape, and rhythm • the element of time in dance includes rhythm and speed • beat is part of rhythm • repetition of movements (choreographic device) can organize and add interest to creative movement 	<ul style="list-style-type: none"> • cooperation and awareness in self-space and general-space support group performance (ensemble) • force in dance includes energy and weight • relationships in dance can occur with peers, place, and space • bodies and groups can be made bigger and smaller through movement (expansion/diminution) • parts of dance can be different (binary form, AB) and can include repetition (ternary form, ABA) (choreographic form) 	<ul style="list-style-type: none"> • dance skills are developed and improved with practice • time in dance includes metre • dance compositions have patterns • a dance phrase that is performed by more than one person or group and begins at different times so that the phrases overlap is called canon (choreographic device or form) • a dance or movement sequence that is performed in reverse order is called retrograde (choreographic device or form) • a dance that expands on ABA form to ABACADA, in which the A theme is repeated or varied, is called rondo (choreographic device or form) 	<ul style="list-style-type: none"> • dance compositions can be performed as a formal or an informal expression of ideas • the element of space in dance includes focus, in which a dancer looks at a specific point in space while moving • when new movements are added to existing movements in a successive manner, it is called accumulation (choreographic device or form)
Procedural Knowledge	<ul style="list-style-type: none"> • moving to explore the elements and concepts of dance, including <ul style="list-style-type: none"> – place, including self-space and general space – body, moving in isolation and unison – speed, including fast and slow in self-space and general space – levels, including high and low in self-space – size, including big and small in self-space – relationships with others, place, and objects, including prepositions in/out, on/off, and in front/behind in self-space and general space • practising one movement or set of movements together (unison/ choreographic form) in creative movement 	<ul style="list-style-type: none"> • moving to explore and develop previous elements and concepts of dance, in addition to <ul style="list-style-type: none"> – pathways and direction, in general space – shape, including curved, straight, angular, and twisted in self-space – relationships, including connecting to one another and moving to preposition prompts, including beside/between, over/under – speed, including steady beat in general space – level, including high and low extending movement through general space • repeating a movement or set of movements (repetition) in creative movement • performing one movement or set of movements together (unison) in creative movement 	<ul style="list-style-type: none"> • moving to explore and develop previous elements and concepts of dance, in addition to <ul style="list-style-type: none"> – relationships, including mirroring and shadowing; physically connecting to objects or places, and individuals to groups; moving to prepositional prompts, including above/below and around/through – energy, including sharp and smooth – weight, including strong and light – size, including big and small while extending movement through general space • moving individually or in a group to demonstrate growing bigger (expansion/choreographic device) or growing smaller (diminution/ choreographic device) 	<ul style="list-style-type: none"> • moving to explore and develop increasingly complex elements and concepts of dance, in addition to <ul style="list-style-type: none"> – metre, in self-space and general space – energy, including swinging and suspended – relationships, including all known prepositions with one another and objects • performing movements within choreographic devices and forms that add interest and structure in dance compositions and improvisations (canon, retrograde, and rondo) 	<ul style="list-style-type: none"> • moving to explore and develop increasingly complex elements and concepts of dance, in addition to <ul style="list-style-type: none"> – relationship with others, including contrast, gathering, and scattering – direction, including single focus • performing dance compositions and improvisations using accumulation

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Arts Education – DANCE					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			<ul style="list-style-type: none"> organizing movements into structure that demonstrates patterns (binary AB and ternary ABA/choreographic form) 		
Competency	<ul style="list-style-type: none"> Personal Growth and Well-Being Creativity and Innovation 	<ul style="list-style-type: none"> Creativity and Innovation 	<ul style="list-style-type: none"> Creativity and Innovation Collaboration 	<ul style="list-style-type: none"> Creativity and Innovation Managing Information 	<ul style="list-style-type: none"> Creativity and Innovation Managing Information
Literacy	<ul style="list-style-type: none"> LKU4d.K: Modes and Media LKU3b.K: Vocabulary 	<ul style="list-style-type: none"> LKU4d.1: Modes and Media LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> LKU4d.1: Modes and Media LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> LKU4d.1: Modes and Media LKU3b.K: Vocabulary 	<ul style="list-style-type: none"> LKU4d.2: Modes and Media
Numeracy	<ul style="list-style-type: none"> NKU2b.K: Management of Space NKU2g.K: Location and Direction 	<ul style="list-style-type: none"> NKU1d.1: Patterns and Relationships NKU2b.1: Management of Space NKU2f.1: Time NKU2g.1: Location and Direction NKU3c.1: Communication 	<ul style="list-style-type: none"> NKU2b.1: Management of Space NKU2g.1: Location and Direction NKU3c.1: Communication 	<ul style="list-style-type: none"> NKU2b.1: Management of Space NKU2f.1: Time NKU3c.1: Communication NKU1d.1: Patterns and Relationships 	<ul style="list-style-type: none"> NKU2b.2: Management of Space NKU2g.2: Location and Direction

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DRAFT Kindergarten to Grade 4 Arts Education

Arts Education – DRAMA					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Developing communication and expression allows us to represent and interpret our understandings of the world in multiple ways.				
Guiding Questions	How can I express my feelings and stories through drama experiences?	How can I express my ideas and stories through drama experiences?	How can we experience and develop expression of ideas and stories through drama?	How can we explore a variety of dramatic experiences to develop expression of ideas and stories?	How can we examine and express diverse ideas and stories through drama?
Learning Outcome	Children explore feelings and stories through dramatic play.	Students explore and create dramatizations that express ideas and stories.	Students explore and create dramatizations that develop expression of ideas and stories.	Students examine and create dramatizations that express ideas and stories in a variety of ways.	Students examine and create dramatizations that express ideas and stories from a variety of sources.
Conceptual Knowledge	<ul style="list-style-type: none"> drama begins with exploring and creating (processes) imagination can be a starting point (source of inspiration) for dramatic play dramatic play and role-play can express self drama can express imagination, feelings, and stories dramatic experiences can make us think and feel people respond differently to drama drama can be created in response to imagination 	<ul style="list-style-type: none"> drama processes are ongoing and involve exploring and creating ideas and stories can be sources for dramatizations imaginary situations can be a starting point for dramatizations drama can communicate ideas and stories responses to drama can be holistic, including emotional, intellectual, spiritual, or physical individuals participate in drama as both performer and audience member the behaviour of the audience can help and encourage the performer 	<ul style="list-style-type: none"> drama processes are ongoing and involve exploring, creating, and practising personal experiences can be a starting point (source of inspiration) for dramatizations story details create interest drama can express and communicate detailed ideas and stories details reveal why things happen and why characters make choices performers can represent human and non-human characters, animals, ideas, and feelings First Nations, Métis, and Inuit tell stories through dramatizations demonstrating and modelling with one another can help us to add detail to our dramatizations 	<ul style="list-style-type: none"> drama processes are ongoing and involve exploring, creating, practising, and reflecting dramatic preferences and choices develop over time First Nations, Métis, and Inuit stories can provide inspiration for dramatic choices changing the way a story is told can change the meaning dramatic works can be strengthened through reflection reflection helps artists understand preferences and choices artistic preferences and choices change with experiences sharing dramatic preferences and choices respectfully promotes a safe learning environment 	<ul style="list-style-type: none"> drama processes are ongoing and involve exploring, creating, practising, and reflecting diverse stories and perspectives, including Francophone and other cultures, can be expressed through drama First Nations, Métis, and Inuit cultures can provide inspiration and influence dramatic choices opinions of drama are personal, develop through dramatic experiences, and can change over time preferences, opinions, and experiences are shared through the process of feedback clear feedback protocols ensure a safe environment for drama
Procedural Knowledge	<ul style="list-style-type: none"> exploring ideas and imaginary situations through guided dramatic play and role-play exploring dramatic play that expresses imagination, feelings, and stories solving imaginary problems through dramatic play and role-play exploring feelings in response to stories from First Nations, Métis, and Inuit sharing responses to dramatic experiences 	<ul style="list-style-type: none"> dramatizing by responding to narration dramatizing familiar stories dramatizing imaginary situations responding to First Nations, Métis, and Inuit stories through dramatizations expressing personal responses about and through drama interacting with one another in the roles of performer and audience member 	<ul style="list-style-type: none"> identifying how adding details can change or enhance narratives dramatizing narratives through guided and independent exploration dramatizing human and non-human characters, animals, ideas, and feelings creating dramatizations that communicate stories from First Nations, Métis, and Inuit sharing feelings, thoughts, and choices about dramatic experiences applying new understandings to dramatic experiences 	<ul style="list-style-type: none"> dramatizing stories in a variety of ways, including re-telling reflecting on preferences and choices in dramatizations comparing and contrasting dramatic experiences to develop an understanding of dramatic preferences and choices examining a variety of First Nations, Métis, and Inuit dramatizations for evidence of dramatic choices 	<ul style="list-style-type: none"> dramatizing stories from a variety of cultures and sources exploring First Nations, Métis, and Inuit dramatizations for cultural influences on dramatic choices demonstrating protocols when representing diverse stories co-creating criteria for reflecting on dramatic works applying appropriate protocols during feedback
Competency	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Creativity and Innovation Communication 	<ul style="list-style-type: none"> Creativity and Innovation Communication 	<ul style="list-style-type: none"> Communication Creativity and Innovation 	<ul style="list-style-type: none"> Communication Critical Thinking

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Arts Education – DRAMA					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Literacy	<ul style="list-style-type: none"> LKU4a.K: Clarity LKU4c.K: Intent LKU3d.K: Comprehension Strategies 	<ul style="list-style-type: none"> LKU4c.1: Intent LKU4a.1: Clarity LKU3d.1: Comprehension Strategies LKU4b.1: Audience 	<ul style="list-style-type: none"> LKU4a.1: Clarity LKU3d.1: Comprehension Strategies LKU4c.1: Intent 	<ul style="list-style-type: none"> LKU4b.1: Audience LKU4c.1: Intent LKU3d.1: Comprehension Strategies LKU4d.1: Modes and Media 	<ul style="list-style-type: none"> LA1b.2: Participation LKU2b.2: Access LKU2v.2 Evaluate LKU4a.2: Clarity LKU4c.2: Intent LKU3d.1: Comprehension Strategies
Numeracy	<ul style="list-style-type: none"> NKU2b.K: Management of Space 	<ul style="list-style-type: none"> NKU2b.1: Management of Space 	<ul style="list-style-type: none"> NKU2b.1: Management of Space 	<ul style="list-style-type: none"> NKU2b.1: Management of Space 	<ul style="list-style-type: none"> NKU2b.2: Management of Space

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DRAFT Kindergarten to Grade 4 Arts Education

Arts Education – DRAMA					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Exploring dynamic interconnections in the world and universe strengthens our understandings of relationships.				
Guiding Questions	How can drama help me learn about connections to my world?	How can drama help me understand connections in my world?	How can drama help us learn about community connections?	How can we use drama experiences to make connections with the stories of one another?	How can drama experiences foster community and cultural connections?
Learning Outcome	Children explore and share personal connections through dramatic experiences.	Students explore and share relationships between self and dramatic experiences.	Students explore and share relationships between self, one another, and communities through dramatic experiences.	Students examine and discuss how drama experiences contribute to relationships between self, one another, and communities.	Students examine and discuss relationships between communities and cultures through dramatic experiences.
Conceptual Knowledge	<ul style="list-style-type: none"> drama is a form of self-expression drama can be an individual or shared experience all participants in drama are connected through their work (ensemble) First Nations, Métis, and Inuit stories depict the connections between self and nature 	<ul style="list-style-type: none"> awareness of self can be expressed through drama experiences working together in drama (collaboration) helps us to share feelings, ideas, and stories everyone’s role is important in drama (ensemble) First Nations, Métis, and Inuit stories use humour to teach about self 	<ul style="list-style-type: none"> connection to one another and to communities can be expressed through drama drama experiences can develop understanding of self, one another, and communities, including local and Francophone digital tools can provide access to explore dramatic works First Nations, Métis, and Inuit stories show relationship of self to sky, land, water, and animals 	<ul style="list-style-type: none"> drama provides a way to explore diverse points of view and gain insight into the stories of one another being open to another’s point of view requires compassion First Nations, Métis, and Inuit stories reflect the diversity of communities artists develop individuality through exploration of points of view sense of belonging is strengthened when connecting to the stories of one another 	<ul style="list-style-type: none"> connections to various groups and communities, including local, Francophone, and others, can be expressed through drama perspectives are broadened through the sharing of stories empathy helps people relate to one another and acknowledge different perspectives First Nations, Métis, and Inuit dramatic works can represent and communicate stories, traditions, and relationships
Procedural Knowledge	<ul style="list-style-type: none"> exploring guided dramatic play to express oneself exploring First Nations, Métis, and Inuit stories for connections between self and nature 	<ul style="list-style-type: none"> exploring a variety of roles through guided and structured dramatic play exploring dramatizations individually and with one another sharing interests, ideas, and experiences through active listening exploring First Nations, Métis, and Inuit stories and storytelling for humour 	<ul style="list-style-type: none"> sharing how characteristics of self are reflected in the dramatic works of one another experiencing drama of diverse communities in a variety of ways exploring the relationship of self to sky, land, water, and animals in dramatizations 	<ul style="list-style-type: none"> sharing points of view communicated in dramatizations and stories sharing how characteristics of self are reflected in the dramatic works of one another and communities discussing the diversity of First Nations, Métis, and Inuit stories and storytelling 	<ul style="list-style-type: none"> connecting personal perspectives to those found in the drama and stories of one another reflecting on the dramas and stories of one another expressing how First Nations, Métis, and Inuit uniquely express culture through stories
Competency	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Personal growth and well-being 	<ul style="list-style-type: none"> Cultural and Global Citizenship 	<ul style="list-style-type: none"> Communication Cultural and Global Citizenship 	<ul style="list-style-type: none"> Cultural and Global Citizenship Critical Thinking
Literacy	<ul style="list-style-type: none"> LKU3a.K: Background Knowledge LKU4a.K: Clarity LKU2b.K: Access LKU3d.K: Comprehension Strategies LKU3b.K: Vocabulary 	<ul style="list-style-type: none"> LKU3a.1: Background Knowledge LA1b.1: Participation LKU4a.1: Clarity LKU4c.1: Intent LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> LA1b.1: Participation LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LKU3a.1: Background Knowledge LKU4a.1: Clarity LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LA1b.2: Participation LKU4a.2: Clarity LKU3a.1: Background Knowledge LKU3d.1: Comprehension Strategies
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> NKU2b.1: Management of Space 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified

DRAFT Kindergarten to Grade 4 Arts Education

Arts Education – DRAMA					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Artworks take form through the exploration and choice of components, which supports artistic expression.				
Guiding Questions	How can I organize the sharing of ideas and stories in drama?	How can I organize the sharing of ideas and stories in drama?	How can the components of drama strengthen our dramatizations?	How can the choice of components of drama alter our dramatizations?	How can the choice of components of drama enhance our dramatizations?
Learning Outcome	Children explore components of drama that can express ideas and stories.	Students explore components of drama that express ideas and stories.	Students explore technical elements and forms that add detail to dramatic works.	Students explore technical elements and forms of drama that change the expression of ideas and stories.	Students choose and combine technical elements and dramatic forms to support dramatic works.
Conceptual Knowledge	<ul style="list-style-type: none"> drama can be an individual or a shared experience words, sounds, and signals (control devices) organize the sharing of ideas and experiences in drama drama has specific language (the language of drama), including stop, freeze, and focus drama uses rituals and routines (conventions) properties, puppets, costumes, fabric, and objects (manipulatives) can be used to express ideas and experiences in drama 	<ul style="list-style-type: none"> properties, costumes, or sound effects (dramatic elements) can help us share ideas, experiences, and stories storytelling, tableau, and dramatic movement (dramatic forms) physically communicate ideas, experiences, and stories exploration can be spontaneous (improvisation) exploration can be planned (teacher in role) 	<ul style="list-style-type: none"> scenery, costumes, and sound (technical elements) can add detail and create a specific feeling (mood) in a dramatic work adding or altering technical elements can change the mood or impact of a dramatic work scenery can be represented in a variety of ways tableau, dramatic movement, and mime (dramatic forms) physically communicate story 	<ul style="list-style-type: none"> understanding of technical elements and dramatic forms is learned through experimentation costumes, properties, masks, lighting, sound, and set pieces (technical elements) can support the sharing of dramatic works improvisation, storytelling, and choral speech (dramatic forms) communicate stories physically and vocally stories can be adapted and dramatized in various ways 	<ul style="list-style-type: none"> dramatic works are strengthened by adding and combining technical elements technical elements do not replace the body and voice as instruments of drama conventions and forms of dramatic storytelling are influenced by culture and tradition improvisation, storytelling, choral speech, and readers’ theatre (dramatic forms) communicate stories physically and vocally ethical use of dramatic work includes granting permission
Procedural Knowledge	<ul style="list-style-type: none"> responding to control devices, rituals, and routines during drama exploring components of drama, including manipulatives, with purposeful guidance expressing oneself physically and imaginatively through dramatic play, role-play, dramatic movement, and gesture 	<ul style="list-style-type: none"> responding to side coaching during dramatic experience exploring physical expression through various forms of drama choosing and demonstrating dramatic elements while sharing ideas, experiences, or stories, individually and with one another exploring planned and spontaneous dramatizations 	<ul style="list-style-type: none"> representing time, place, situation, and character using a variety of technical elements and dramatic forms creating an intended mood through the use of technical elements 	<ul style="list-style-type: none"> experimenting with a variety of dramatic forms and technical elements applying a variety of technical elements to a dramatization to examine the effect of the change comparing and contrasting elements and forms in dramatizations 	<ul style="list-style-type: none"> selecting forms of storytelling suitable for the culture or tradition of the story combining technical elements to strengthen dramatic work performing stories adapted from other sources
Competency	<ul style="list-style-type: none"> Managing Information Communication 	<ul style="list-style-type: none"> Communication Managing Information 	<ul style="list-style-type: none"> Creativity and Innovation Communication 	<ul style="list-style-type: none"> Communication Managing Information 	<ul style="list-style-type: none"> Communication
Literacy	<ul style="list-style-type: none"> LKU4c.K: Intent LKU4d.K: Modes and Media LKU3b.K: Vocabulary 	<ul style="list-style-type: none"> LKU4c.1: Intent LKU3b.1: Vocabulary LKU3d.1: Comprehension Strategies LKU4d.1: Modes and Media 	<ul style="list-style-type: none"> LKU4a.1: Clarity LKU4c.1: Intent LKU4b.1: Audience LKU3b.1: Vocabulary LKU4d.1: Modes and Media 	<ul style="list-style-type: none"> LKU4c.1: Intent LKU4d.1: Modes and Media LKU3d.1: Comprehension Strategies LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> LKU4a.2: Clarity LKU4c.2: Intent LKU4d.1: Modes and Media LKU3d.1: Ethical Use
Numeracy	<ul style="list-style-type: none"> NKU2a.K: Spatial Visualization NKU2b.K: Management of Space NKU3c.K: Communication 	<ul style="list-style-type: none"> NKU2b.K: Management of Space 	<ul style="list-style-type: none"> NKU2f.1: Time NKU3c.1: Communication NKU4a.1: Strategies NKU2b.1: Management of Space 	<ul style="list-style-type: none"> NKU3c.1: Communication NKU4a.1: Strategies NKU2b.1: Management of Space 	<ul style="list-style-type: none"> NKU2b.2: Management of Space

DRAFT Kindergarten to Grade 4 Arts Education

Arts Education – DRAMA					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Guiding Questions	How can I begin to explore characters in drama?	How can I physically communicate characters?	How can we represent a more detailed character in drama?	How can we sustain a distinct character throughout a story or dramatic situation?	How can we demonstrate a range of characters in drama?
Learning Outcome	Children physically explore dramatic play that can express characters.	Students physically explore drama that communicates characters, ideas, and feelings.	Students explore physical and vocal choices that give detail to characters.	Students apply physical and vocal choices that build distinct characters.	Students apply vocal, physical, and technical choices to portray a range of characters.
Conceptual Knowledge	<ul style="list-style-type: none"> dramatic play can be free or guided character is different from self characters and ideas can be expressed through the body objects, people, and places can be imaginary dramatic movement can occur in self-space or general space 	<ul style="list-style-type: none"> characters move and respond differently from self animals and objects can be considered characters exploration of characters can be spontaneous (improvisation) exploration of characters can be planned (teacher in role) 	<ul style="list-style-type: none"> imagined characters and experiences are created through improvisation, experimentation, and risk taking characters move, speak, and respond differently from self vocal and physical choices can enhance the portrayal of character (characterization) 	<ul style="list-style-type: none"> posture, facial expression, vocal qualities (dynamics), costumes, and properties are all ways we portray character (characterization) performers explore and make specific choices when building characters 	<ul style="list-style-type: none"> performers can make informed choices about how to portray a character one performer can portray multiple distinct characters by making specific choices for each
Procedural Knowledge	<ul style="list-style-type: none"> exploring characters in free and guided dramatic play imitating characters from various inspirational sources, including stories, pictures, and other texts 	<ul style="list-style-type: none"> exploring characters through a variety of dramatic forms 	<ul style="list-style-type: none"> improvising scenes focusing on character representing a variety of characters, including human, natural objects, and animal comparing and contrasting self to dramatic characters and their situations exploring a variety of vocal and physical choices when portraying characters 	<ul style="list-style-type: none"> selecting effective character elements for a dramatic character and situation maintaining a character throughout an improvised or planned dramatic situation applying technical elements, including costumes and properties, to support characterization experimenting with multiple points of view in dramatizations 	<ul style="list-style-type: none"> portraying multiple distinct characters improvising to explore and make decisions about characters in dramatizations
Competency	<ul style="list-style-type: none"> Creativity and Innovation Communication 	<ul style="list-style-type: none"> Communication Creativity and Innovation 	<ul style="list-style-type: none"> Communication Managing Information 	<ul style="list-style-type: none"> Creativity and Innovation Communication Managing Information 	<ul style="list-style-type: none"> Creativity and Innovation Communication Managing Information
Literacy	<ul style="list-style-type: none"> LKU3a.K: Background Knowledge LKU4c.K: Intent LKU3d.K: Comprehension Strategies 	<ul style="list-style-type: none"> LKU4a.1: Clarity LKU4c.1: Intent LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LKU4a.1: Clarity LKU4c.1: Intent LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LKU4a.1: Clarity LKU4c.1: Intent LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LKU4a.2: Clarity LKU4c.2: Intent LKU3d.2: Comprehension Strategies
Numeracy	<ul style="list-style-type: none"> NKU2b.K: Management of Space 	<ul style="list-style-type: none"> NKU2b.1: Management of Space 	<ul style="list-style-type: none"> NKU2b.1: Management of Space 	<ul style="list-style-type: none"> NKU2b.1: Management of Space 	<ul style="list-style-type: none"> NKU2b.2: Management of Space

DRAFT Kindergarten to Grade 4 Arts Education

Arts Education – MUSIC					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Developing communication and expression allows us to represent and interpret our understandings of the world in multiple ways.				
Guiding Question	How can I express my feelings and stories through music experiences?	How can I express my ideas and stories through music experiences?	How can we experience and develop expression of ideas and stories through music?	How can we explore music to develop expression of ideas and stories?	How can we examine and apply musical preferences to develop expression of ideas and stories?
Learning Outcome	Children explore and create music that expresses feelings and stories.	Students explore and create music that expresses ideas and stories.	Students explore and create music that develops expression and communication of ideas and stories.	Students examine musical preferences that develop expression of ideas and stories.	Students examine and create music that develops expression of ideas, stories, and musical preferences.
Conceptual Knowledge	<ul style="list-style-type: none"> music making begins with exploring and creating (processes) music is patterns of sound made by instruments, voices, or technology imagination can be a starting point (source of inspiration) for creating music music can express (represent) imagination, feelings, and stories people express feelings and stories through music, in a variety of ways 	<ul style="list-style-type: none"> music processes are ongoing and involve exploring and creating a musical idea is called a phrase curiosity can be a starting point (source of inspiration) for creating music a response to music can be holistic, including emotional, intellectual, spiritual, or physical music can express ideas, feelings, and stories people have unique ways of expressing ideas and stories through music music experiences can represent and communicate meaning, including ideas and stories individuals respond to music in personal ways 	<ul style="list-style-type: none"> music processes are ongoing and involve exploring, creating, and practising personal experiences can be a starting point (source of inspiration) for creating music responses to music are connected to personal experiences notation is a way of representing and communicating musical ideas and stories characters and stories can be expressed through music in a variety of ways communities and musicians have unique ways of expressing ideas and stories through music 	<ul style="list-style-type: none"> music processes are ongoing and involve exploring, creating, practising, and reflecting music of one another can be a source of inspiration for creating music responses to music develop musical preferences musical expressions can inspire a variety of responses musicians apply personal preference to musical ideas and compositions First Nations, Métis, and Inuit musical preferences can reflect unique aspects of culture 	<ul style="list-style-type: none"> music processes are ongoing and involve exploring, creating, practising, and reflecting musical preferences include aspects of rhythm, melody, harmony, structure, and expression musical compositions can be created for a specific purpose musical preferences, opinions, and experiences can be shared through the process of feedback musical preferences and refinement can alter or enhance expression of music a composer’s intent reflects the choice of elements of music in creative processes First Nations, Métis, and Inuit cultures can provide inspiration for and influence musical choices
Procedural Knowledge	<ul style="list-style-type: none"> exploring ways that music reflects imagination, feelings, and stories. exploring music to connect feelings to sounds discussing how musical expressions can convey messages creating expressive movements or actions to respond to music responding to music and musical experiences sharing feelings in response to First Nations, Métis, and Inuit music 	<ul style="list-style-type: none"> exploring musical curiosities in a variety of ways, which reflect ideas and stories creating musical phrases in response to various inspirations expressing ways in which musical expressions of one another can communicate meaning, including ideas and stories sharing thoughts and feelings in response to music and musical experiences responding to First Nations, Métis, and Inuit stories in music 	<ul style="list-style-type: none"> creating music to accompany a variety of literature, including stories and poems expressing the ways in which characters, stories, and surroundings can be expressed through music creating simple musical phrases in a variety of ways sharing how communities express ideas through music responding to a variety of musical experiences exploring music that communicates ideas and stories from First Nations, Métis, and Inuit texts 	<ul style="list-style-type: none"> creating musical ideas and phrases using elements of music creating musical ideas and phrases through improvisation and notation responding to how personal experiences influence the expressive choices made in music compositions responding to interpretations of musical compositions of self and one another listening to a variety of First Nations, Métis, and Inuit music for evidence of unique musical choice 	<ul style="list-style-type: none"> creating musical phrases or compositions through improvisation and notation responding to individual interpretations of a composer’s or a performer’s musical composition performing music to reflect composers’ intent exploring First Nations, Métis, and Inuit music for cultural influences on musical choice
Competency	<ul style="list-style-type: none"> Creativity and Innovation Communication 	<ul style="list-style-type: none"> Creativity and Innovation Communication 	<ul style="list-style-type: none"> Creativity and Innovation Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Critical Thinking 	<ul style="list-style-type: none"> Creativity and Innovation Critical Thinking

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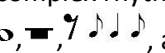
Arts Education – MUSIC					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Literacy	<ul style="list-style-type: none"> LKU4a.K: Clarity LKU4c.K: Intent 	<ul style="list-style-type: none"> LKU4c.1: Intent LKU4d.1: Modes and Media KLU3b.1: Vocabulary LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU4a.1: Clarity LKU4c.1: Intent LKU4d.1: Modes and Media LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LKU4a.1: Clarity LKU4c.1: Intent LKU4d.1: Modes and Media LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LKU4c.2: Intent LKU4d.2: Modes and Media
Numeracy	<ul style="list-style-type: none"> NKU2a.K: Spatial Visualization 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> NKU1b.1: Using Numbers NKU3a.1: Interpret and Represent Quantitative Information NKU4a.1: Strategies 	<ul style="list-style-type: none"> NKU1b.1: Using Numbers NKU3a.1: Interpret and Represent Quantitative Information NKU4a.1: Strategies 	<ul style="list-style-type: none"> NKU1b.2: Using Numbers NKU3a.2: Interpret and Represent Quantitative Information NKU3c.2: Communication NKU4c.2: Methods or Tools

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Arts Education – MUSIC					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Exploring dynamic interconnections in the world and universe strengthens our understandings of relationships.				
Guiding Question	How can connections with music help me learn about my world?	How can music help me understand connections in my world?	How can music help us learn about community connections?	How can music help us make connections with the stories of one another?	How can music experiences foster community and cultural connections?
Learning Outcome	Children explore and share connections through music experiences.	Students explore and share relationships between self and music experiences.	Students explore and share relationships between self, one another, and communities through music.	Students examine and discuss how musical experiences contribute to relationships between self, one another, and communities.	Students examine and discuss relationships between communities and cultures through music.
Conceptual Knowledge	<ul style="list-style-type: none"> music can express ideas about self individuals can express personal connections by creating music relationships can be made when music is shared digital tools can provide access to explore music First Nations, Métis, and Inuit music may depict connections between self and nature 	<ul style="list-style-type: none"> music can be made individually or with one another awareness of self can be expressed through music relationships can be made when music is shared with one another First Nations, Métis, and Inuit music may depict the appreciation of nature and its sounds 	<ul style="list-style-type: none"> community and a sense of belonging can be fostered through sharing music connections to one another and to communities can be expressed through music musical experiences can develop understanding of self, one another, and communities, including local, Francophone and others First Nations, Métis, and Inuit music can represent the relationship between self and nature 	<ul style="list-style-type: none"> audience etiquette supports the development of respectful relationships musical experiences help people relate to one another individuals and communities express identity through music points of view can be reflected in music the music of First Nations, Métis, and Inuit can reflect their diverse stories and communities 	<ul style="list-style-type: none"> stories, traditions, and identity can be expressed through music connections to various groups and communities, including local, Francophone and others, can be expressed through music perspectives can be broadened through the sharing of music musical experiences support the development of empathy First Nations, Métis, Inuit, Francophone, and other cultures' music can represent and communicate story, culture, tradition, and relationships
Procedural Knowledge	<ul style="list-style-type: none"> sharing personal connections to music participating in musical experiences as a performer and observer exploring First Nations, Métis, and Inuit music that demonstrates connections between self and nature 	<ul style="list-style-type: none"> exploring musical sounds with one another to express and share feelings and personal strengths responding to the music of self and one another identifying similarities and differences in the music expressions of self and one another connecting the sounds of First Nations, Métis, and Inuit music to the sounds in nature 	<ul style="list-style-type: none"> sharing how characteristics of self are reflected in the musical works of one another and various communities sharing, through music, connections between self, one another, and communities experiencing the music of diverse communities exploring the sounds of nature through music 	<ul style="list-style-type: none"> sharing how characteristics of self may be reflected in the music of diverse communities discussing ways in which music of diverse communities can convey meaning comparing similarities and differences between the music of various communities and one another making connections to how music supports relationships discussing how music reflects unique aspects of First Nations, Métis, and Inuit communities 	<ul style="list-style-type: none"> discussing how music from different cultures and communities conveys meaning or perspectives comparing and contrasting how the music of diverse cultures, communities, and one another expresses stories, traditions, and identity becoming aware of the cultural knowledge represented in First Nations, Métis, and Inuit music
Competency	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being 	<ul style="list-style-type: none"> Cultural and Global Citizenship 	<ul style="list-style-type: none"> Cultural and Global Citizenship Critical Thinking 	<ul style="list-style-type: none"> Cultural and Global Citizenship Critical Thinking
Literacy	<ul style="list-style-type: none"> LKU4a.K: Clarity LKU4c.K: Intent LKU3d.K: Comprehension Strategies 	<ul style="list-style-type: none"> LKU4a.1: Clarity LKU4d.1: Modes and Media LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LA1b.1: Participation LKU3d.1: Comprehension Strategies LKU4a.1: Clarity 	<ul style="list-style-type: none"> LA1b.1: Participation LKU4a.1: Clarity LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LA1b.2: Participation LKU4a.2: Clarity LKU3d.2: Comprehension Strategies
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified

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Arts Education – MUSIC					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Artworks take form through the exploration and choice of components, which supports artistic expression.				
Guiding Question	How can I explore basic elements of music?	How can I explore basic elements of music to develop music literacy?	How can I examine the basic elements of music to develop music literacy?	How can I apply elements of music to demonstrate music literacy?	How can I apply increasingly complex elements of music to demonstrate music literacy?
Learning Outcome	Children explore basic musical elements, including rhythm, melody, structure, and expression.	Students explore and demonstrate basic musical elements, including rhythm, melody, structure, expression, texture, and harmony.	Students examine basic musical elements, including rhythm, melody, structure, expression, texture, and harmony.	Students examine increasingly complex musical elements, including rhythm, melody, structure, expression, texture, and harmony.	Students examine and demonstrate increasingly complex musical elements, including rhythm, melody, structure, expression, texture, and harmony.
Conceptual Knowledge	<ul style="list-style-type: none"> music has a steady beat words have syllables related to rhythm melody is the tune we hear or sing along to melodies have high, middle, and low sounds music can be expressed through singing, playing instruments, moving, and writing sections of music can sound the same, similar, or different and may be repeated music expression can be fast or slow (tempo) and loud or soft (dynamics) 	<ul style="list-style-type: none"> rhythm can be verbalized with syllables and notated with symbols rhythm is made up of durations of sounds and silences pitches, including high, middle, and low sounds, can be labelled with names (soh, mi, la) the lines and spaces upon which musical notation is written is called the staff musical ideas (phrases) can be labelled using lower case letters (ab, aba, abab) language can be used to describe musical expression such as fast or slow (allegro/adagio) and loud or soft (forte/piano) sounds can be classified and identified according to tone colour or quality (timbre) layers of sound can create interest in music (texture) repeating patterns that accompany music are called ostinato and can be sung, played, or spoken accompaniments based on a five note scale (pentatonic) produce harmony and texture a bordun is a two-note repeated pattern (doh and soh) and can be used as an accompaniment for pentatonic songs a chordal bordun is an accompaniment played on the pitches of the first (tonic) and fifth (dominant) notes of a scale at the same time and on the strong beats 	<ul style="list-style-type: none"> the pulse of music is communicated through the time signature there are strong and weak beats in music called accent rhythmic composition includes organizational components—bar lines, double bar lines, repeat signs, measures, and time signature pitches or high, middle, and low sounds can be labelled with names (doh, re, mi, soh, la) melodic and rhythmic patterns, when combined, create phrases pitches are related to high and low sounds and have names including doh, re, mi, soh, and la a short section of music placed at the beginning of a piece of music is called an introduction and when placed at the end it is called a coda music may change suddenly or gradually from soft to loud or loud to soft (crescendo/decrescendo) and can be very loud or very soft (fortissimo/pianissimo) simultaneous sounding of two or more notes creates harmony broken bordun is an accompaniment played by alternating pitches of the first (tonic) and fifth (dominant) notes of a scale 	<ul style="list-style-type: none"> beats can be grouped and represented by time signatures beat and divisions of the beat can be demonstrated in a variety of ways, including symbols, movement, words, and notation home tone or tonic establishes the key of music pitches are related to high and low sounds and can be labelled with names (low soh, low la, doh, re, mi, soh, la, and high doh) instruments can be classified into strings, brass, woodwind, and percussion instrumental tone color (timbre) can be represented in a variety of ways, including blown, bowed, plucked, strummed, struck, scraped, and shaken larger sections of music (sectional form) are made up of several phrases and can be labelled using upper case letters (AB, ABA) music may change gradually from fast to slow or slow to fast (ritardando/accelerando) harmony and texture can be created by groups performing the same song but starting and ending at different times (round/canon) level bordun is an accompaniment played by alternating pitches of the first (tonic) and fifth (dominant) notes of a scale in alternating registers 	<ul style="list-style-type: none"> a melody is changed when its rhythm is changed melodies are based on scales, including pentatonic, major, and minor the key of music establishes mood, along with choice of expressive qualities pitches can be labelled with names (low soh, low la, doh, re, mi, fa, soh, la, ti, and high doh) or the musical alphabet ABCDEFG (absolute pitch names) music can be organized into three contrasting sections ABACA (rondo) music can be described as short and detached (staccato) or smooth (legato) rounds or canons can be performed in two or more parts many layers of sound add texture and can change the characteristics of music an arpeggiated bordun is an ascending and descending accompaniment played on the pitches of the first (tonic) and fifth (dominant) notes of a scale first and second endings with repeat signs are found in music compositions
Procedural Knowledge	<ul style="list-style-type: none"> exploring beat and rhythm in a variety of ways exploring steady beat through a variety of action songs and singing games responding to melody, including high and low sounds, in a variety of ways 	<ul style="list-style-type: none"> identifying beat and rhythm and the difference between beat and rhythm in a variety of ways, including  demonstrating steady beat in a variety of ways 	<ul style="list-style-type: none"> identifying steady beat, new and known rhythm patterns, including , and time signatures of 2/4 and 4/4 in a variety of ways responding to simple melodic phrases and patterns aurally and on the staff including 	<ul style="list-style-type: none"> identifying steady beat, new and known rhythm patterns, including , and time signatures including 3/4 responding to melodic phrases and patterns aurally and on the staff, including 	<ul style="list-style-type: none"> identifying steady beat, increasingly complex rhythm patterns, including , and known time signatures responding to melodic phrases and patterns aurally and on the staff, including

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Arts Education – MUSIC					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	<ul style="list-style-type: none"> responding to parts or sections of music that are the same, similar, or different exploring fast versus slow and soft versus loud exploring characteristics of sound from the environment, voices, and instruments 	<ul style="list-style-type: none"> responding to melodic patterns aurally and on the staff, including the pitches soh, mi, and la responding to phrases within a piece of music sharing characteristics of sounds from the environment, voices, and instruments responding to fast versus slow (tempo) and loud versus soft (dynamics) exploring ways to combine layers of sounds in unison, including chordal bordun and simple rhythmic and speech ostinato 	<ul style="list-style-type: none"> all known pitches and the addition of doh and re labelling phrase form representing form in a variety of ways exploring how tempo, dynamics, timbre, and accent can change meaning or create mood in music practising simple accompaniments, including broken bordun, two-part speech, and rhythmic or instrumental ostinato 	<ul style="list-style-type: none"> all known pitches and the addition of low soh, low la, and high doh improvising simple melodies to explore home tone and melodic patterns on a variety of pitched instruments identifying tonal qualities of orchestral instruments applying tempo, dynamics, timbre, and accent within musical performances labelling phrase and sectional form representing form in a variety of ways exploring pentatonic scales through improvisation on pitched instruments practising simple rounds/canons, partner songs, level bordun, multi-layered ostinato, and melodic ostinato 	<ul style="list-style-type: none"> all known pitches and the addition of fa and ti exploring major and minor keys in music identifying characteristics of orchestral instruments labelling phrases, sectional form, and rondo form in a variety of ways responding to phrases, sectional form, and rondo in a variety of ways applying tempo, dynamics, and accent to musical performances practising partner songs, arpeggiated bordun, a variety of ostinatos, and two- and three-part rounds/canons responding to first and second endings within a piece of music
Competency	<ul style="list-style-type: none"> Managing Information 	<ul style="list-style-type: none"> Managing Information 	<ul style="list-style-type: none"> Managing Information Critical Thinking 	<ul style="list-style-type: none"> Managing Information Critical Thinking 	<ul style="list-style-type: none"> Managing Information Critical Thinking
Literacy	<ul style="list-style-type: none"> LKU4d.K: Modes and Media LKU3b.K: Vocabulary 	<ul style="list-style-type: none"> LKU4c.1: Intent LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> LKU3b.2: Vocabulary
Numeracy	<ul style="list-style-type: none"> NKU1d.K: Patterns and Relationships NKU2b.K: Management of Space 	<ul style="list-style-type: none"> NKU1b.1: Using Numbers NKU1d.1: Patterns and Relationships NKU2d.1: Units of Measurement NKU3a.1: Interpret and Represent Quantitative Information NKU3c.1: Communication NKU4a.1: Strategies 	<ul style="list-style-type: none"> NKU1b.1: Using Numbers NKU1d.1: Patterns and Relationships NKU2d.1: Units of Measurement NKU3a.1: Interpret and Represent Quantitative Information NKU3c.1: Communication NKU4a.1: Strategies 	<ul style="list-style-type: none"> NKU1b.1: Using Numbers NKU1d.1: Patterns and Relationships NKU2d.1: Units of Measurement NKU3a.1: Interpret and Represent Quantitative Information NKU3c.1: Communication NKU4a.1: Strategies 	<ul style="list-style-type: none"> NKU1d.2: Patterns and Relations NKU1e.2: Organize Data NKU2d.2: Units of Measurement NKU3a.2: Interpret and Represent Quantitative Information NKU3c.2: Communication NKU4a.2: Strategies