Arts Education DRAFT Kindergarten to Grade 4 Curriculum

Arts Education – ART					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Essential Understanding	**Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.**				
Guiding Questions	How can art experiences foster self-expression?	How can artistic expression represent ideas and experiences?	How can artistic experimentation enhance expression of ideas, stories, and experiences?	How can artistic choice strengthen the communication and expression of self, ideas, and experiences through art?	How can we examine and apply artistic choice for the expression and communication of ideas and experiences?
Learning Outcomes	Children explore and create art for personal expression.	Students explore artistic expression to represent ideas and experiences.	Students experiment and create art for the expression of ideas, stories, and experiences.	Students examine artistic choice and create art for the expression of self, ideas, and experiences.	Students analyze and apply artistic choice for the expression and communication of ideas and experiences.
Conceptual Knowledge	• the experience of creating art (creative processes) changes over time • art can be created freely and spontaneously • inspiration for creating art can be found in a variety of sources • art can express a variety of feelings and experiences • art can be created in response to a variety of feelings and experiences • constructed objects can express creativity • people respond in various ways to art • artworks can be signed by the artist • First Nations, Métis, and Inuit express stories, feelings, and experiences through art • Francophone, local, and other cultures express feelings and experiences through art	• creative processes are individual and include exploration • ideas and experiences can be inspiration for creating art • art can express a variety of ideas and experiences • art can be created in response to a variety of ideas and experiences • individuals respond to art in personal ways • objects created with a purpose (design) can express ideas • artworks are owned by the artist and require permission to be shared or exhibited • First Nations, Métis, and Inuit express ideas and stories through art • Francophone, local, and other cultures express ideas and stories through art	• creative processes involve practice to enhance expression and communication of ideas, stories, and experiences • personal experiences and stories can be inspiration for creating art • art can be created in response to a variety of ideas and experiences • responses to art can vary and may reflect personal experiences • objects created with a purpose (design) can express creativity • local First Nations, Métis, and Inuit art communicates ideas, stories, and experiences • the art of Francophone, local, and other cultures communicates ideas, stories, and experiences	• artists make experimental and informed choices during creative processes • inspiration for creating art can be found in landscape, portrait, and still life (genres) and can influence artistic choice • folk, abstract, pop, and modern movements can be inspiration for creating art and can influence artistic choice • responses to art can be related to personal experiences • artistic choice can alter expression of ideas • artistic choice develops over time and through experiences • artistic choice can be used when designing • artistic choices are made in First Nations, Métis, and Inuit artwork • artistic choices are made in the artwork of Francophone, local, and other cultures	• creative processes include reflection and change over time • elements within art genres and movements influence expression of ideas and artistic choice • criteria for feedback promotes respectful sharing • artistic choices, opinions, and experiences can be shared through feedback • artistic choice can create interest and be applied in design • First Nations, Métis, and Inuit make artistic choices to express a variety of ideas, experiences, and environments • artists from Francophone, local, and other cultures make artistic choices to express a variety of ideas, experiences, and environments
Procedural Knowledge	• explore art media, methods, and elements within art through creative processes • create art freely and spontaneously to express feelings and experiences • create art using a variety of sources for inspiration • create art in response to a variety of feelings and experiences • create imaginative objects with a variety of materials • share responses to a variety of art • sign artworks • identify feelings, stories, and experiences in response to a variety of First Nations, Métis, and Inuit art • identify feelings in response to a variety of art by Francophone, local, and other artists	• create art through exploration of art media, methods, and elements within art • create art that expresses ideas and experiences • communicate ideas and experiences in response to art • share personal responses to art • build objects in response to ideas • share or exhibit artworks • respond to stories from First Nations, Métis, and Inuit through art • respond to stories from Francophone, local, and other cultures through art	• create art using personal experiences and stories as inspiration • create art in response to a variety of ideas, stories, and experiences • respond to art in a variety of ways • create objects with a purpose (design) that expresses creativity • describe how the art of local First Nations, Métis, and Inuit communicates ideas, stories, and experiences • describe how the art of Francophone, local, and other cultures communicates ideas, stories, and experiences	• create art by making experimental and informed artistic choices • explore a variety of art genres and movements for evidence of artistic choice • make connections to personal experiences when responding to art • express ideas by making artistic choices • apply artistic choices when designing • examine artistic choices of First Nations, Métis, and Inuit artists • examine artistic choices in the artworks of Francophone, local, and other cultures	• reflect on creative processes while creating artworks • use art genres and movements as inspiration to make artistic choice • co-create criteria for feedback to promote respectful sharing • share artistic choices, opinions, and experiences through feedback • apply artistic choice in design • analyze how First Nations, Métis, and Inuit make artistic choices to express a variety of ideas, experiences, and environments • analyze how artists from Francophone, local, and other cultures make artistic choices to express a variety of ideas, experiences, and environments

Arts Education – ART					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Competencies	• Communication • Creativity and Innovation	• Communication • Creativity and Innovation	• Communication • Creativity and Innovation	• Creativity and Innovation • Critical Thinking	• Critical Thinking • Creativity and Innovation
Literacy	• Access • Ethical Use • Background Knowledge • Vocabulary • Clarity • Intent • Modes and Media	• Ethical Use • Background Knowledge • Vocabulary • Clarity • Intent • Modes and Media	• Background Knowledge • Vocabulary • Intent	• Background Knowledge • Access • Comprehension Strategies • Clarity • Intent • Modes and Media • Media Influence	• Vocabulary • Comprehension Strategies • Clarity • Audience • Intent • Modes and Media • Media Influence
Numeracy	• Spatial Visualization • Management of Space • Interpretation and Representation of Spatial Information • Methods or Tools	• Spatial Visualization • Management of Space • Methods or Tools	• Spatial Visualization • Management of Space	• Spatial Visualization • Strategies	• Personal Insight

Arts Education – ART				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Essential Understanding	Exploring connections strengthens our understandings of relationships to help us make meaning of the world.				
Guiding Questions	How can art help me make connections in my world?	How can I use art to explore connections in my world?	How can we make connections with the stories of one another through art?	How can art help us learn about connections within communities?	How can art experiences strengthen relationships within community and cultures?
Learning Outcomes	Children explore connections between self and surroundings through art experiences.	Students explore connections between self and one another through art experiences.	Students examine relationships and stories of one another through art experiences.	Students examine and discuss how art experiences contribute to connections between self, one another, and communities.	Students analyze relationships between communities and cultures as reflected through art experiences.
Conceptual Knowledge	• art can build connections between self and one another • artworks can be personal or shared with one another • responses to artworks can differ among individuals • First Nations, Métis, and Inuit use art to show connections between self and nature • Francophone, local, and other cultures use art to share personal connections to a variety of experiences • visual awareness helps make connections between one another and surroundings • art and design are present in natural and human-made surroundings	• artworks can reflect personal experiences and connections to the world • relationships to nature can be expressed through art • responses to artworks can reflect personal experiences and relationships • visual awareness can be strengthened through a variety of art experiences • First Nations, Métis, and Inuit artworks reflect relationships with and respect for nature • the artwork of Francophone, local, and other cultures reflects a variety of relationships and experiences	• art experiences can reflect relationships with the stories of self and one another • art can be used to describe the relationships within the stories of one another • stories of First Nations, Métis, and Inuit can be shared through art • stories and relationships can be shared through the artworks of Francophone, local, and other cultures • relationships within stories can be enhanced through visual cues	• art can provide a way of making connections with diverse points of view • art gives voice to diverse communities • art experiences can foster relationships, connections, and a sense of belonging within communities • First Nations, Métis, and Inuit art reflects diverse cultural experiences and communities • the art of Francophone, local, and other cultures reflects diverse cultural experiences and communities • visual literacy can be enhanced by inferring connections and relationships within the artworks of diverse communities	• art experiences can nurture positive relationships • art experiences can strengthen community and cultural relationships and connections • community and cultural relationships can be represented through art • cultural knowledge and relationships can be represented in First Nations, Métis, and Inuit art • relationships within Francophone, local, and other cultures can be reflected through art • visual literacy can strengthen understanding of relationships within a variety of communities and cultures
Procedural Knowledge	• share artworks with one another • share responses to a variety of artworks • explore First Nations, Métis, and Inuit art to identify connections with nature • explore the art of Francophone, local, and other cultures to make personal connections • explore surroundings to develop visual awareness and make connections with one another and the world • create objects with a purpose inspired by natural and human-made surroundings	• create art that reflects personal experiences and connections to the world • express relationships to nature through art • share personal experiences and relationships through artworks • describe surroundings to develop visual awareness • observe how First Nations, Métis, and Inuit artworks reflect the relationship with and respect for nature • observe a variety of relationships and experiences reflected in the artwork of Francophone, local, and other cultures	• create art that reflects the relationships and stories of self and one another • share stories that reflect relationships through art • identify stories and relationships told through First Nations, Métis, and Inuit art • identify stories told through the artworks of Francophone, local, and other cultures • apply visual cues that may represent relationships within stories	• explore art that communicates diverse points of view • discuss ways that art represents diverse communities • discuss ways that art experiences foster a sense of belonging • investigate how First Nations, Métis, and Inuit art reflects diverse cultural experiences and communities • investigate how the art of Francophone, local, and other cultures reflects diverse cultural experiences and communities • view artworks that represent connections and relationships within diverse communities to enhance visual literacy	• discuss how art experiences can nurture positive relationships • analyze how art experiences may strengthen community and cultural relationships • observe how community and cultural connections and relationships can be represented through art • analyze how cultural knowledge and relationships can be represented in First Nations, Métis, and Inuit art • analyze how relationships within Francophone, local, and other cultures can be reflected through art • discuss how visual literacy strengthens understanding of relationships within a variety of communities and cultures
Competencies	• Personal Growth and Well-being • Creativity and Innovation	• Personal Growth and Well-being • Creativity and Innovation	• Creativity and Innovation • Personal Growth and Well-being	• Creativity and Innovation • Personal Growth and Well-being	• Cultural and Global Citizenship • Creativity and Innovation

Arts Education – ART				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Literacy	• Purpose • Background Knowledge • Vocabulary • Comprehension Strategies • Clarity • Intent	• Background Knowledge • Vocabulary • Clarity • Media Influence	• Participation • Background Knowledge • Text Organization • Comprehension Strategies • Clarity • Modes and Media	• Participation • Background Knowledge • Comprehension Strategies • Clarity • Modes and Media • Media Influence	• Background Knowledge • Comprehension Strategies • Clarity • Modes and Media
Numeracy	• Purpose • Spatial Visualization • Management of Space	• Spatial Visualization • Communication	• Spatial Visualization	• None identified	• None identified

	Arts Education – ART				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Essential Understanding	Artworks take form through the exploration and application of artistic elements and techniques to support expression.				
Guiding Questions	How can we begin to explore elements within art?	How can we use elements within art for self-expression?	How can we explore and build art skills and techniques using elements within art?	How can we build art skills and techniques and explore artistic choice using elements of art?	How can we combine art skills and techniques that reflect artistic choice using elements within art?
Learning Outcomes	Children engage in self-expression through the exploration of art media, methods, and elements within art.	Students use art media, methods, and elements within art as tools to express self.	Students build art skills to express self through interaction with art media, methods, and elements within art.	Students build art skills and techniques and explore artistic choices through interaction with art media, methods, and elements within art.	Students combine art skills and techniques to reflect artistic choice using art media, methods, and elements within art.
Conceptual Knowledge	• materials used to create art (art media) and ways in which art is created (art methods) can be used to express personal feelings and experiences • line, shape, and colour (visual elements) can support the creation of artworks • art skills and language are built over time • design is present in natural and human-made surroundings	• art skills and techniques can be developed through the exploration and practice of art media, methods, and elements within art • ideas, experiences, and environments can be expressed through art media, methods, and elements within art • choices of art media, methods, and elements within art can be used for self-expression	• observation and practice can contribute to building art skills and techniques • artist statements describe creative processes • artistic choices can be shared to strengthen creative processes • art media, methods, and elements within art can enhance and add variety to artworks	• artists personalize artworks by making choices of art media, methods, and elements within art • artist statements describe creative processes • artistic choices can be made when working with various art media, methods, and elements within art	• experiences with landscape, portrait, and still life (artistic genres) can inform artistic choice • experiences with folk, abstract, pop, and modern (art movements) can inform artistic choice • artistic growth can be experienced through practice • artist statements reflect creative processes • artistic choice of media, methods, and elements within art can enhance expression of ideas • artistic choice can include the use of new art media, methods, and elements within art
Procedural Knowledge	• create art through the exploration of a variety of materials, paper, paint, and tools (art media) • create art through the exploration of drawing, painting, pattern, and contrast (art methods) • create art through the exploration of lines, shapes, and colours (elements within art) • build art skills, techniques, and language through a variety of experiences • design imaginative objects using a variety of art media, methods, and elements within art	• practise art skills and techniques by exploring art media, methods, and elements • express ideas, experiences, and environments through art media, methods, and elements within art • make choices of art media, methods, and elements within art to express oneself	• build art skills and techniques through observation and practice • examine artist statements for evidence of creative processes • share artistic choices • add variety to artworks through choice of art media, methods, and elements within art	• personalize artworks through the selection of art media, methods, and elements within art • create artist statements that describe personal creative processes • discuss artistic choices made when working with various art media, methods, and elements within art	• analyze landscape, portrait, and still life genres to inform artworks • analyze folk, abstract, pop, and modern movements to inform artworks • create art through the practice of artistic skills and techniques • create independent artist statements • combine art media, methods, and elements within art to reflect artistic choice • apply new art media, methods, and elements within art to reflect artistic choice
Competencies	• Creativity and Innovation • Managing Information	• Creativity and Innovation • Managing Information	• Creativity and Innovation • Managing Information	• Creativity and Innovation • Managing Information	• Managing Information • Creativity and Innovation

Arts Education – ART					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Literacy	• Vocabulary • Modes and Media	• Clarity • Intent • Modes and Media	• Vocabulary • Comprehension Strategies • Clarity • Intent • Modes and Media	• Vocabulary • Clarity • Intent • Modes and Media	• Personal Insight • Vocabulary • Comprehension Strategies • Intent • Modes and Media • Media Influence
Numeracy	• Spatial Visualization • Management of Space • Strategies • Methods or Tools	• Spatial Visualization • Methods or Tools	• Spatial Visualization • Strategies	• Strategies • Methods or Tools	• Spatial Visualization • Strategies

Arts Education DRAFT Kindergarten to Grade 4 Curriculum

Arts Education – DANCE					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Essential Understanding	Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.				
Guiding Questions	How can creative movement experiences foster self-expression?	How can creative movement experiences represent the expression of ideas and experiences?	How can artistic experimentation enhance the expression of ideas, stories, and experiences?	How can artistic choice strengthen the communication and expression of self, ideas, and experiences through dance?	How can artistic choice enhance a performer's ability to convey communication and expression through dance?
Learning Outcomes	Children explore self-expression through creative movement.	Students explore artistic expression to represent ideas and experiences through creative movement.	Students experiment with and create movement phrases for the expression of ideas, stories, and experiences.	Students examine artistic choice for the expression of self, ideas, and experiences through dance.	Students analyze and apply artistic choice for the communication and expression of ideas and experiences through dance.
Conceptual Knowledge	• the experience of creating movement (creative processes) changes over time • movement can be created freely and spontaneously to express feelings and experiences • inspiration for creative movement can be found in a variety of sources • creative movement can express a variety of feelings and experiences • movement can be created and expressed in response to a variety of feelings and experiences • First Nations, Métis, and Inuit dances communicate a variety of experiences and stories • the dances of Francophone, local, and other cultures communicate a variety of experiences and stories	• creative processes are individual and include exploration • ideas and experiences can be sources for creating movement for the expression of ideas and stories • creative movement can express a variety of ideas and experiences • movement can be created in response to a variety of ideas and experiences • individuals respond to creative movement expression in personal ways • First Nations, Métis, and Inuit express ideas and stories through dance • Francophone, local, and other cultures express ideas and stories through dances	• creative processes involve practice to enhance expression and communication of ideas, stories, and experiences • personal experiences can be starting points (inspiration) for creating movement phrases • movement phrases can be created in response to a variety of ideas, stories, and experiences • responses to creative movement can vary and may reflect personal experiences • First Nations, Métis, and Inuit share stories through dance • stories of Francophone, local, and other cultures can be shared through dance	• dancers make experimental and informed choices during creative processes • dances of one another can be a source of inspiration for creating and expressing new dances • artistic choices and expressions develop over time and through a variety of experiences • artistic choice can enhance expression of ideas within dance sequences • dance sequences can be created to reflect and express artistic choice • artistic choices are made in First Nations, Métis, and Inuit dances • artistic choices are made in the dances of Francophone, local, and other cultures	• creative processes include reflection and change over time • artistic choice can influence responses to dance • a performer's ability to communicate through dance can be strengthened through feedback and reflection • First Nations, Métis, and Inuit dances express ideas, experiences, and artistic choices • dances of Francophone, local, and other cultures express ideas, experiences, and artistic choices
Procedural Knowledge	• explore movement through creative processes • create feelings and experiences through movement in free and spontaneous ways • create movement using a variety of sources of inspiration • create movement in response to a variety of feelings and experiences • share responses to a variety of creative movement • share observations of the ways that First Nations, Métis, and Inuit dances express a variety of experiences and stories • share observations of how the dances of Francophone, local, and other cultures express a variety of experiences and stories	• express movement inspired by a variety of ideas and experiences • express a variety of ideas and experiences through creative movement • create movement in response to a variety of ideas and experiences • share personal responses to creative movement in personal ways • observe how First Nations, Métis, and Inuit use dance to express ideas and stories (protocols) • observe how Francophone, local, and other cultures express ideas and stories through dance	• create movement inspired by a variety of ideas, stories, and experiences • create movement phrases inspired by personal experiences • create movement phrases in response to a variety of ideas and experiences • share how various creative movement reflects personal experiences • discuss how First Nations, Métis, and Inuit share stories through dance • identify how Francophone, local, and other cultures use dance to share stories	• make movement choices to create dances • apply the dance expressions of the dances of one another as sources of inspiration for creating and expressing new dances • analyze various dances for evidence of artistic choices and expression • apply artistic choice to enhance expression of ideas within dance sequences • create dance sequences that reflect artistic choice • identify artistic choice within First Nations, Métis, and Inuit dances • identify artistic choice within the dances of Francophone, local, and other cultures	• analyze dance elements to strengthen understanding of artistic choice • apply artistic choice as criteria in response to various dances • share feedback to strengthen a performer's ability to communicate through dance • analyze dances of First Nations, Métis, and Inuit to identify expression of ideas, experiences, and artistic choices • analyze dances Francophone, local, and other cultures to identify expression of ideas, experiences, and artistic choices

Arts Education – DANCE					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Competencies	• Communication • Creativity and Innovation	• Creativity and Innovation • Communication	• Creativity and Innovation • Communication	• Critical Thinking • Creativity and Innovation	• Critical Thinking • Creativity and Innovation
Literacy	• Access • Vocabulary • Clarity • Intent • Modes and Media	• Access • Background Knowledge • Clarity • Intent • Modes and Media	• Personal Insight • Access • Background Knowledge • Clarity • Intent • Modes and Media	• Access • Comprehension Strategies • Intent	• Personal Insight • Clarity • Intent • Comprehension Strategies
Numeracy	• Management of Space • Communication	• Management of Space	• Management of Space	• Management of Space • Location and Direction	• Management of Space

Arts Education – DANCE				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Exploring connections strengthens our understandings of relationships to help us make meaning of the world.				
Guiding Questions	How can creative movement help me to make connections in my world?	How can I use creative movement to explore connections in my world?	How can creative movement experiences help us make connections to the stories of one another?	How can dance help us learn about connections within communities?	How can dance experiences strengthen relationships within communities and cultures?
Learning Outcomes	Children explore connections between self and surroundings through creative movement experiences.	Students explore connections between self and one another through creative movement experiences.	Students examine relationships and stories of one another through creative movement experiences.	Students examine and discuss how dance experiences contribute to connections between self, one another, and communities.	Students analyze relationships within communities and cultures as reflected through dance.
Conceptual Knowledge	• creative movement can build connections between self and one another • creative movement can be individual or shared with one another • awareness of self can be made by moving in both self and general space • First Nations, Métis, and Inuit dances demonstrate connections between self and nature • the dances of Francophone, local, and other cultures make connections between story and movement • connections with one another can be made as both performer and audience member	• creative movement can reflect personal experiences • connections can be made when creative movement is shared with one another • individuals can express self in various ways through creative movement • First Nations, Métis, and Inuit dances depict the connections with and respect for nature, self, and one another • connections can be made between self and Francophone, local, and other cultures through dance	• creative movement experiences can reflect connections within the stories of self and one another • stories can be told through creative movement • various seasonal and cultural events can be celebrated through creative movement and dance • First Nations, Métis, and Inuit stories can be told through dance • stories of Francophone, local, and other cultures can be told through dance	• dance experiences can build relationships and connections within communities • connections to one another and to communities can be expressed through dance • individuals and communities can express identity through dance • dance provides a way of reflecting diverse points of view • First Nations, Métis, and Inuit dances can represent and share stories, traditions, and relationships • the dances of Francophone, local, and other cultures can represent and share stories, traditions, and relationships • audience etiquette supports respectful relationships	• stories, traditions, and identity can be expressed through dance • dance experiences can nurture positive relationships • connections to various communities and cultures can be made through dance • perspectives can be broadened through the sharing of dance • dance experiences can support the understanding of empathy • cultural knowledge can be represented in First Nations, Métis, and Inuit dances • relationships and traditions can be communicated through dance in Francophone, local, and other cultures
Procedural Knowledge	• share personal connections to creative movement • create movement individually or with one another • move in both self and general space • discuss ways in which nature is represented in First Nations, Métis, and Inuit dances • discuss ways in which stories are shared in the dances of Francophone, local, and other cultures • participate as both performer and audience member	• share creative movement to foster positive relationships • observe ways in which individuals and communities use dance to express self in various ways • represent relationships through movement • observe how nature, self, and one another are respected in First Nations, Métis, and Inuit dances • discuss connections between self and the dances of Francophone, local, and other cultures	• create movement that reflects connections between the stories of self and one another • share stories through creative movement • observe various seasonal and cultural events celebrated through creative movement and dance • describe how story can be shared through First Nations, Métis, and Inuit dances • describe how story can be shared through the dances of Francophone, local, and other cultures	• examine ways in which dance experiences can build relationships and connections within communities • discuss connections to one another and to communities through dance • examine ways in which individual and community identity can be expressed through dance • explore ways that dance may be used to express diverse points of view • discuss how stories, traditions, and relationships are shared within First Nations, Métis, and Inuit dances • discuss how stories, traditions, and relationships are shared within the dances of Francophone, local, and other cultures • demonstrate respectful relationships through audience etiquette	• express stories, traditions, and identity through dance • discuss ways that dance experiences nurture positive relationships • investigate ways in which connections to various communities and cultures can be made through dance • discuss how dance can broaden perspectives • discuss how dance experiences can support the understanding of various cultures and communities • analyze how cultural knowledge can be represented in First Nations, Métis, and Inuit dances • analyze how relationships and traditions can be communicated through dance in Francophone, local, and other cultures

Arts Education – DANCE				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Competencies	• Personal Growth and Well-being • Creativity and Innovation	• Personal Growth and Well-being • Creativity and Innovation	• Cultural and Global Citizenship • Creativity and Innovation	• Creativity and Innovation • Personal Growth and Well-being	• Cultural and Global Citizenship • Creativity and Innovation
Literacy	• Background Knowledge • Clarity • Audience	• Participation • Background Knowledge • Clarity • Media Influence	• Participation • Background Knowledge • Text Organization • Comprehension Strategies • Clarity • Modes and Media	• Text Organization • Comprehension Strategies • Clarity • Audience • Modes and Media	• Participation • Text Organization • Comprehension Strategies • Clarity • Modes and Media
Numeracy	• Purpose • Spatial Visualization • Management of Space	• Purpose • Spatial Visualization • Management of Space • Interpretation and Representation of Spatial Information	• Purpose • Management of Space	• None identified	• Spatial Visualization • Management of Space

Arts Education – DANCE				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Essential Understanding	Artworks take form through the exploration and application of artistic elements and techniques to support expression.				
Guiding Questions	How can I explore artistic elements within creative movement?	How can I explore artistic elements within dance to expand my movement skills and techniques?	How can I explore artistic elements within dance to expand my movement skills and techniques with others?	How can we use artistic elements within dance to explore choreography?	How can we apply artistic elements and techniques within dance to enhance choreography?
Learning Outcomes	Children explore the elements of body, relationships, speed, level, and size through creative movement.	Students explore movement skills and techniques using elements within dance.	Students expand movement skills and techniques individually and with others using elements within dance.	Students examine artistic expression by applying elements within dance to choreographed compositions.	Students apply increasingly complex elements and techniques to self-choreographed compositions.
Conceptual Knowledge	• there are many ways to express oneself through movement • body, relationships, speed, level, and size (elements) can be used in a variety of ways to express feelings and experiences • creative movement can be performed in isolation and in unison (body) • creative movement can occur in relation to self, others, place, and objects in self and general space • creative movement can be fast and slow in self and general space (speed) • creative movement can be high and low in self and general space (levels) • creative movement can be big and small in self and general space (size)	• additional elements within creative movement can strengthen abilities to express oneself • creative movement can show pathways, direction, and shape (space) • creative movement incorporates rhythm and speed (time) • repetition of movements (choreographic device) can organize and add interest to creative movement • relationships, such as beside and between and over and under, can be explored in creative movement • creative movement can show curved, straight, angular, and twisted shapes • repeating a movement or set of movements (repetition) can show patterns	• creative movement can be sharp and smooth (energy) • creative movement can be strong and light (weight) • creative movement can have energy and weight (force) • movement can grow bigger or smaller in size (expansion/diminution) • cooperation and awareness in self-space and general space can support group performance (ensemble) • mirroring and shadowing, above and below, and around and through (relationships) can be explored both independently and with others • creative movement phrases are a way to organize and communicate ideas and stories • creative movement phrases can have a beginning and an ending • creative movement can be organized into phrases that are the same and different (choreographic forms) • binary form (AB) and ternary form (ABA) help organize movement patterns	• dance skills are developed and strengthened with practice • choreographic devices and forms (canon, retrograde, rondo) add interest and structure to dance compositions and improvisations • a dance phrase performed by more than one person or group, beginning at different times (canon), is a choreographic device or dance form • a dance or movement sequence that is performed in reverse order (retrograde) is a choreographic device or dance form • dance form that has at least three contrasting sections, ABACA (rondo), is a choreographic device • metre (time) reflects a grouping of beats and accents within movement • dance can demonstrate swinging and suspended movements (energy) • dance compositions have patterns • a combination of two or more dance phrases creates a sequence • dance sequences have a beginning, a middle, and an ending	• dancers can focus by looking at a specific point while moving (spotting) • new movements can be added to existing movements in a successive manner (accumulation) • dance compositions can be performed as a formal or an informal expression of ideas • contrast, gathering, scattering, and accumulation (relationships) can be used to add interest to group performance
Procedural Knowledge	• move to express self in a variety of ways • explore the ways in which the body can move independently and together with others (unison) • explore the ways in which the body can move in relationship to self, others, place, and objects • explore body movements that are fast and slow and big and small	• experiment with additional elements of shape, space, relationship, time, and pathway to extend movement skills and techniques • repeat a movement or set of movements (repetition) to show patterns	• explore energy, weight, force, expansion, and diminution • create movement phrases both independently and with others • explore movement to include mirroring and shadowing, above and below, and around and through, both independently and with others • apply movement phrases to organize and communicate ideas and stories • show a beginning and an ending through movement phrases	• incorporate additional elements of metre, energy, and pattern in dance • practise dance skills through a variety of contexts • incorporate devices, forms, structures, and sequences to explore artistic expression • perform dance sequences with a beginning, a middle, and an ending	• practise spotting during a variety of dance contexts • add new movements to existing movements in succession • perform dance compositions that express ideas • incorporate elements of spotting, contrast, gathering, scattering, and accumulation to enhance artistic expression

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			• perform movement phrases that are the same and different • perform binary form (AB) and ternary form (ABA) through creative movement		
Competencies	• Creativity and Innovation • Managing Information	• Managing Information • Personal Growth and Well-being	• Creativity and Innovation • Managing Information	• Creativity and Innovation • Managing Information	• Creativity and Innovation • Managing Information
Literacy	• Vocabulary • Intent • Modes and Media	• Vocabulary • Intent • Modes and Media	• Vocabulary • Text Organization • Modes and Media	• Personal Insight • Vocabulary • Text Organization • Comprehension Strategies • Modes and Media	• Vocabulary • Comprehension Strategies • Intent • Modes and Media
Numeracy	• Management of Space • Location and Direction	• Patterns and Relationships • Management of Space • Time • Location and Direction • Strategies	• Patterns and Relationships • Spatial Visualization • Management of Space	• Patterns and Relationships • Spatial Visualization • Management of Space • Time • Strategies	• Patterns and Relationships • Spatial Visualization • Management of Space • Location and Direction • Strategies

Table header: **Arts Education – DANCE**

Arts Education – DRAMA				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Essential Understanding	Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.				
Guiding Questions	How can drama experiences foster self-expression?	How can dramatic play represent the expression of ideas and experiences?	How can experimentation within drama enhance the expression of ideas, stories, and experiences?	How can artistic choice strengthen the communication and expression of self, ideas, and experiences through drama?	How can artistic choice enhance a performer's ability to convey communication and expression through drama?
Learning Outcomes	Children explore and create dramatizations for personal expression.	Students explore artistic expression to represent ideas and experiences through dramatic play.	Students experiment and create dramatizations for the expression of ideas, stories, and experiences.	Students examine artistic choice and create dramatizations for the expression of self, ideas, and experiences.	Students examine and apply artistic choice to create dramatizations for the expression of ideas, stories, and experiences.
Conceptual Knowledge	• the experience of drama and dramatic play (creative processes) changes over time • dramatizations can be created freely and spontaneously through dramatic play • a variety of sources can provide inspiration for expression within dramatic play • dramatic play can express a variety of feelings and experiences • dramatizations can be created and expressed in response to a variety of feelings and experiences • First Nations, Métis, and Inuit dramatizations communicate and express a variety of experiences and stories • the dramatizations of Francophone, local, and other cultures communicate and express a variety of experiences and stories	• creative processes are individual and include exploration • dramatizations use characters and stories to express ideas and experiences • imaginary situations can be a starting point for expressing dramatizations (inspiration) • drama can be created and expressed in response to a variety of ideas and experiences • individuals can respond to expressions within drama in personal ways • individuals can express self as both performer and audience member during dramatizations • First Nations, Métis, and Inuit express ideas and stories through drama • Francophone, local, and other cultures express ideas and stories through drama	• creative processes involve practice to enhance expression and communication of ideas, stories, and experiences • creative processes may be individual or explored through ensemble • ideas and stories can be a starting point (inspiration) for dramatizations • details can be added to dramatic expression to create interest • performers can represent human and non-human characters, animals, ideas, and feelings through dramatic expression • First Nations, Métis, and Inuit tell stories through dramatic expression • Francophone, local, and other cultures tell stories through dramatizations • expression of responses to dramatizations can vary and may reflect personal experiences	• individuals and the ensemble make experimental and informed choices during creative processes • reflection is part of creative processes • ideas for creating drama can come from self and one another • expression in dramatizations can be strengthened through reflection • expressive artistic choices are made in First Nations, Métis, and Inuit dramatizations • expressive artistic choices are made in the dramatizations of Francophone, local, and other cultures	• creative processes include reflection and can change over time • criteria for feedback promotes respectful sharing • inspiration for creating and expressing dramatizations can come from a variety of sources • diverse stories and perspectives can be expressed through drama • First Nations, Métis, and Inuit drama can reflect expressive artistic choices • dramatizations of Francophone, local, and other cultures can reflect expressive dramatic choices
Procedural Knowledge	• create dramatizations freely and spontaneously through dramatic play • use a variety of sources to provide inspiration for expression during dramatic play • explore a variety of feelings and experiences through dramatic play • create dramatizations in response to a variety of feelings and experiences • discuss how First Nations, Métis, and Inuit use dramatizations to communicate a variety of experiences and stories • discuss how Francophone, local, and other cultures use dramatizations to communicate a variety of experiences and stories	• create dramatizations that use characters and stories to express ideas and experiences • create dramatizations that use imaginary situations as a starting point • respond to a variety of ideas and experiences through dramatic expression • discuss various ways individuals respond to dramatic expression • participate in dramatizations both as a performer and an audience member • discuss ways in which First Nations, Métis, and Inuit express ideas and stories through drama	• apply personal experiences to dramatizations • identify how adding details can change or enhance dramatic expression • express human and non-human characters, animals, ideas, and feelings through dramatizations • communicate ideas, stories, and experiences through drama • listen actively while ideas and stories are being expressed • share how First Nations, Métis, and Inuit use dramatizations to express and tell stories	• discuss the importance of reflection in creative processes • make experimental and expressive choices as individuals and in ensemble within dramatization • create dramatizations using the ideas of self and one another • discuss how expressive artistic choices can be made in dramatizations • discuss how reflection can strengthen expression in dramatizations • identify expressive artistic choices made in First Nations, Métis, and Inuit dramatizations	• co-create criteria for feedback to promote respectful sharing • create dramatizations inspired from a variety of sources • create dramatizations that reflect diverse stories and perspectives • collaborate to make artistic choices within dramatizations • discuss artistic choices in First Nations, Métis, and Inuit dramatizations • discuss artistic choices in the dramatizations of Francophone, local, and other cultures

			Arts Education – DRAMA		
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
		• discuss ways in which Francophone, local, and other cultures express ideas and stories through drama	• share how Francophone, local, and other cultures use dramatizations to express and tell stories • express personal responses to drama	• identify expressive artistic choices made in the dramatizations of Francophone, local, and other cultures	
Competencies	• Communication • Creativity and Innovation	• Creativity and Innovation • Communication	• Creativity and Innovation • Communication	• Critical Thinking • Creativity and Innovation	• Creativity and Innovation • Critical Thinking
Literacy	• Access • Vocabulary • Clarity • Intent • Modes and Media	• Evaluate • Background Knowledge • Vocabulary • Text Organization • Clarity • Audience • Intent • Modes and Media	• Personal Insight • Evaluate • Background Knowledge • Vocabulary • Clarity • Intent • Audience • Modes and Media	• Personal Insight • Background Knowledge • Vocabulary • Comprehension Strategies • Clarity • Intent	• Personal Insight • Access • Evaluate • Comprehension Strategies • Clarity • Audience • Intent
Numeracy	• None identified	• None identified	• None identified	• None identified	• None identified

Arts Education – DRAMA				
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.				
Guiding Questions How can drama help me make connections in my world?	How can I use drama to explore connections in my world?	How can we make connections with the stories of one another through drama experiences?	How can drama help us learn about connections within communities?	How can drama experiences strengthen relationships within communities and cultures?
Learning Outcomes Children explore connections between self and surroundings through dramatic play.	Students explore connections between self and one another through drama experiences.	Students examine relationships and stories of one another through drama experiences.	Students examine and discuss how drama experiences contribute to connections between self, one another, and communities.	Students analyze relationships within communities and cultures as reflected through dramatizations.
Conceptual Knowledge • feelings, experiences, and relationships can be shared through dramatic play • First Nations, Métis, and Inuit stories reflect connections between self and nature • Francophone, local, and other cultures may use dramatizations to reflect stories	• drama can reflect personal experiences and connections to the world • awareness of self can be expressed through drama experiences • all roles are important and make contributions to dramatizations (ensemble) • dramatizations can be expressed individually or with others through ensemble • First Nations, Métis, and Inuit stories use humour to teach about self and nature • Francophone, local, and other cultures may use dramatization to explore and share relationships	• drama experiences can reflect the stories of self and one another • stories of self and one another can be told through drama • First Nations, Métis, and Inuit dramatize stories to show relationships with self, sky, land, water, and animals • Francophone, local, and other cultures use drama to tell stories	• connections between one another and communities can be expressed through drama • collaboration can develop relationships and a sense of belonging within the ensemble • drama provides a way of making connections with the diverse points of view of varying characters • First Nations, Métis, and Inuit stories and drama reflect the diversity of communities • Francophone, local, and other cultures reflect diversity through dramatizations and stories	• collaboration can strengthen understanding and empathy within the ensemble • perspectives can be broadened and connections can be strengthened through the sharing of stories during drama experiences • connections to various groups and communities can be expressed through drama • First Nations, Métis, and Inuit dramatic works can represent stories, traditions, and connections • dramatizations of Francophone, local, and other cultures communicate stories, traditions, and connections
Procedural Knowledge • share feelings, experiences, and relationships through dramatic play • explore connections between self and nature as shared in First Nations, Métis, and Inuit stories • explore how Francophone, local, and other cultures use dramatizations to share stories	• express self through drama experiences • observe ways that all roles contribute to dramatizations • explore dramatizations individually or with others in ensemble • identify humour in the dramatizations of First Nations, Métis, and Inuit stories • identify how Francophone, local, and other cultures use dramatization to explore and share relationships	• examine the stories of self and one another through drama • tell stories using a variety of dramatic methods and techniques • discuss how First Nations, Métis, and Inuit use dramatizations of stories to show relationships to sky, land, water, and animals • discuss how Francophone, local, and other cultures use dramatizations to tell stories	• express connections between one another and communities through drama • collaborate within the ensemble to develop relationships and a sense of belonging • share how dramatizations provide a way to connect with the points of view of varying characters • discuss the diversity of First Nations, Métis, and Inuit stories reflected in dramatizations • discuss how Francophone, local, and other cultures reflect diversity through dramatizations and stories	• collaborate within an ensemble to develop understanding and empathy • compare and contrast perspectives by sharing stories during drama experiences • express connections to a variety of communities through drama • analyze how First Nations, Métis, and Inuit dramatic works represent stories, traditions, and relationships • analyze how dramatizations of Francophone, local, and other cultures communicate stories, traditions, and relationships
Competencies • Personal Growth and Well-being • Creativity and Innovation	• Personal growth and well-being • Creativity and Innovation	• Cultural and Global Citizenship • Creativity and Innovation	• Cultural and Global Citizenship • Creativity and Innovation	• Cultural and Global Citizenship • Critical Thinking

Arts Education – DRAMA				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Literacy	• Background Knowledge • Clarity • Modes and Media	• Background Knowledge • Vocabulary • Comprehension Strategies • Clarity • Intent • Modes and Media	• Background Knowledge • Comprehension Strategies • Clarity • Modes and Media	• Participation • Background Knowledge • Comprehension Strategies • Clarity • Modes and Media	• Participation • Background Knowledge • Comprehension Strategies • Clarity • Modes and Media
Numeracy	• None identified	• None identified	• None identified	• None identified	• None identified

Arts Education DRAFT Kindergarten to Grade 4 Curriculum

Arts Education – DRAMA				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Essential Understanding	Artworks take form through the exploration and application of artistic elements and techniques to support expression.				
Guiding Questions	How can I use elements within drama to express ideas and stories?	How can I use elements within drama to organize the expression of ideas and stories?	How can elements within drama strengthen dramatizations?	How can the choice of elements within drama alter dramatizations?	How can artistic choices enhance dramatizations?
Learning Outcomes	Children explore elements within drama that express ideas and stories.	Students explore elements within drama that express and organize ideas and stories.	Students explore technical elements and forms that enhance dramatic works.	Students examine and choose technical elements and forms of drama that change the expression of ideas and stories.	Students analyze and combine technical elements and dramatic forms to support dramatic works.
Conceptual Knowledge	• properties, costumes, and sound effects (elements within drama) can help share ideas and stories • actions and techniques are used to express ideas and story • properties, puppets, costumes, fabric, and objects (manipulatives) can be used to express ideas and stories • dramatizations can be created individually or in groups • costumes and sound (technical elements) can strengthen expression within dramatizations • drama skills and language are built over time	• storytelling, group drama, tableaux, and dramatic movement (dramatic forms) can express a variety of ideas and stories • spontaneous, guided, or planned experiences can be used to express ideas and stories • improvisation, role-play, group drama, parallel play, and tableaux (guided dramatic play) can be used to express ideas and stories in drama • artistic choices can be made within dramatic forms, dramatic exploration, and guided dramatic play	• technical elements and dramatic forms can be used to represent scenery • mood contributes to dramatizations • dramatic details can support expression • various technical elements and dramatic forms can represent time, place, situation, and character • mime and tableaux can be used to represent ideas and objects	• artistic choice can be applied to technical elements and dramatic forms in various ways • specific dramatic moods can be created through technical elements and techniques of drama • dramatizations can be scripted or non-scripted • storytelling and choral speech (scripted dramatic forms) can express ideas and stories	• dramatic works can be strengthened by adding or combining technical elements • stories and works from various sources can be adapted into dramatic forms • artistic choices of technical elements, dramatic forms, and conventions can enhance the expression of ideas and stories
Procedural Knowledge	• share ideas and stories by using properties, costumes, and sound effects (elements within drama) • explore actions and techniques (conventions) to express ideas and stories • explore puppets, costumes, fabric, and objects (manipulatives) to express ideas and stories • create dramatizations individually or in groups through parallel play • add costumes and sound (technical elements) to strengthen expression within dramatizations • build drama skills and language by exploring a variety of dramatic experiences	• create dramatizations using storytelling, group drama, tableaux, and dramatic movement (dramatic forms) • explore dramatizations using spontaneous, guided, or planned experiences • express ideas and stories through improvisation, role-play, group drama, parallel play, and tableaux • make artistic choices within dramatic forms, exploration, and guided dramatic play	• explore a variety of technical elements and dramatic forms to represent scenery • identify the dramatic mood created by technical elements • examine how dramatic details support expression within dramatization • represent time, place, situation, and character through various technical elements and dramatic forms	• experiment with technical elements and dramatic forms in a variety of ways • create specific dramatic moods through technical elements and techniques of drama • share scripted or non-scripted dramatizations • express ideas and stories through storytelling and choral speech (scripted dramatic forms)	• add or combine technical elements to strengthen dramatic works • adapt stories and works from various sources into dramatic forms • analyze artistic choices of technical elements, dramatic forms, and conventions to enhance the expression of ideas and stories
Competencies	• Managing Information • Communication	• Managing Information • Creativity and Innovation	• Creativity and Innovation • Managing Information	• Managing Information • Creativity and Innovation	• Creativity and Innovation • Critical Thinking

Arts Education – DRAMA				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Literacy	• LKU4a.K: Clarity • LKU4d.K: Modes and Media	• LKU4a.1: Clarity • LKU4c.1: Intent • LKU4d.1: Modes and Media	• LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity • LKU4d.1: Modes and Media	• LKU4c.1: Intent • LKU4d.1: Modes and Media • LKU3c.1: Text Organization • LKU3d.1: Comprehension Strategies • LKU4a.1: Clarity	• LKU4c.2: Intent • LKU4d.2: Modes and Media • LKU3c.2: Text Organization • LKU3d.2: Comprehension Strategies
Numeracy	• NKU2a.K: Spatial Visualization • NKU2b.K: Management of Space	• NKU2a.1: Spatial Visualization • NKU2b.1: Management of Space	• NKU3b.1 Interpretation and Representation of Spatial Information	• None identified	• None identified
Guiding Questions	**How can I explore character elements through drama?**	**How can I dramatize 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 portray a range of characters?**
Learning Outcomes	**Children explore dramatic play to express elements of character.**	**Students explore elements of character through drama.**	**Students investigate physical and vocal choices that give detail to character elements.**	**Students apply physical and vocal choices that build elements of distinct characters.**	**Students portray multiple characters and points of view.**
Conceptual Knowledge	• characters' thoughts and feelings can be expressed in a variety of ways • characters can solve problems within a dramatization • characters can tell stories • characters move in a variety of ways	• dramatic play can be free or guided and can express character • a character can be different from self • characters can be a variety of things • dramatic movement can occur in self-space and general space	• characters can be created in a variety of ways • characters can be represented in a variety of ways • characters may move, speak, and respond differently from self • vocal and physical choices can enhance the portrayal of character (characterization)	• characters can be enhanced through elements within drama • emotional characteristics of characters can be portrayed in a variety of ways • artistic choices support character creation • dramatic texts can provide insight for characterization	• characters can express varying points of view • a character's point of view can be influenced by a variety of things • a character's point of view can change or stay the same • artistic choices can be applied to communicate a character's point of view • a character's point of view can differ from that of self
Procedural Knowledge	• express thoughts and feelings in character • solve problems in character • tell stories in character • move in a variety of ways in character	• explore characters in free and guided dramatic play • identify ways in which characters can be the same or different from self • embody human and non-human characters • explore dramatic movement in self-space and general space	• use a variety of sources to create characters • represent characters in a variety of ways • compare and contrast self to dramatic characters • experiment with a variety of vocal and physical choices when portraying characters	• apply a variety of dramatic elements to enhance character • explore the emotional expression of characters in a variety of ways • assess artistic choices in the creation of characters • examine characterization through a variety of dramatic texts	• analyze perspectives of various characters • identify a variety of influences upon a character's point of view • share reasons for a character's point of view to change or stay the same • apply artistic choices to characters to express points of view • express points of view different from those of self
Competencies	• Managing Information • Creativity and Innovation	• Creativity and Innovation • Managing Information	• Managing Information • Creativity and Innovation	• Managing Information • Creativity and Innovation	• Cultural and Global Citizenship • Creativity and Innovation
Literacy	• Comprehension Strategies • Clarity • Intent	• Background Knowledge • Clarity	• Access • Background Knowledge • Clarity • Intent • Modes and Media	• Evaluate • Text Organization • Comprehension Strategies • Intent • Modes and Media	• Background Knowledge • Comprehension Strategies • Clarity • Intent
Numeracy	• Spatial Visualization • Management of Space	• Spatial Visualization • Management of Space	• Spatial Visualization • Management of Space	• Spatial Visualization	• None identified

Arts Education – MUSIC					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Essential Understanding	Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.				
Guiding Questions	How can music experiences foster self-expression?	How can music experiences represent the expression of ideas and experiences?	How can musical experimentation enhance the expression of ideas, stories, and experiences?	How can musical choice strengthen the communication and expression of self, ideas, and experiences through music?	How can communication and expression through music be enhanced by musical choice?
Learning Outcomes	Children explore and create music for personal expression.	Students explore and create music to represent ideas and experiences.	Students experiment and create music for the expression of ideas, stories, and experiences.	Students examine musical choice and create music for the expression of self, ideas, and experiences.	Students analyze and apply musical choice to enhance the expression and communication of ideas and experiences.
Conceptual Knowledge	• the experience of creating music (creative processes) changes over time • music can be created freely and spontaneously • a variety of sources can provide inspiration for creating music • music can express a variety of feelings and experiences • music can be created in response to a variety of feelings and experiences • individuals respond in various ways to music • First Nations, Métis, and Inuit music communicates a variety of feelings and experiences • the music of Francophone, local, and other cultures communicates a variety of feelings and experiences	• creative processes are individual and include exploration • ideas and experiences can be sources for creating music • music can express a variety of ideas and experiences • music can be created in response to a variety of ideas and experiences • there are many ways to respond to music • First Nations, Métis, and Inuit express ideas and experiences through music • Francophone, local, and other cultures express ideas and experiences through music	• creative processes involve practice to enhance expression and communication of ideas, stories, and experiences • personal stories can be a starting point (inspiration) for creating music • responses to music can vary and may reflect personal experiences • music can communicate ideas, stories, and experiences • music notation is a way of representing and communicating musical ideas • ideas, stories, and experiences can be expressed through music in a variety of ways • First Nations, Métis, and Inuit express ideas, stories, and experiences through music • ideas, stories, and experiences of Francophone, local, and other cultures can be expressed through music	• musicians make experimental and informed choices during creative processes • music of one another can be a source of inspiration for creating new music • musical choice can influence the expression of ideas • the ability to make musical choices develops over time • music can inspire a variety of responses • musicians explore musical choice to create compositions • musical choices are made within First Nations, Métis, and Inuit music • musical choices are made within the music of Francophone, local, and other cultures	• creative processes include reflection and can change over time • rhythm, melody, harmony, structure, and expression (elements of music) influence the communication of ideas, experiences, and artistic choice • musical compositions can be created for a variety of purposes • musical choices can be shared through the process of feedback • First Nations, Métis, and Inuit make musical choices when expressing a variety of stories, traditions, and experiences through music • Francophone, local, and other cultures make musical choices to express a variety of stories, traditions, and experiences through music
Procedural Knowledge	• improvise music in free and spontaneous ways • create music inspired by a variety of sources • express feelings or experiences through music • create music in response to feelings or experiences • share different ways of responding to music • share responses to First Nations, Métis, and Inuit music • share responses to the music of Francophone, local, and other cultures	• create music using a variety of ideas and experiences • improvise music that expresses a variety of ideas and experiences • improvise music in response to a variety of ideas and experiences • respond to music in a variety of ways • identify how First Nations, Métis, and Inuit express ideas and experiences through music • identify how Francophone, local, and other cultures express ideas and experiences through music	• create music using personal experiences as a starting point • respond to music in personal ways • identify ideas, stories, and experiences in music • create music in response to a variety of ideas, stories, and experiences • notate musical ideas in a variety of ways • discuss how First Nations, Métis, and Inuit express ideas, stories, and experiences through music • discuss how Francophone, local, and other cultures express ideas, stories, and experiences through music	• apply musical choices as part of creative processes • create music to reflect the ideas of one another • respond to music in a variety of ways • compare and contrast ways that musicians apply musical choice to compositions • identify musical choice within First Nations, Métis, and Inuit music • identify musical choice within the music of Francophone, local, and other cultures	• apply musical choice related to rhythm, melody, harmony, structure, and expression (elements of music) to a variety of musical experiences • create music for a variety of purposes • share feedback related to musical choice • create music that reflects musical choice • compare and contrast musical choices within First Nations, Métis, and Inuit music • compare and contrast musical choices within the music of Francophone, local, and other cultures
Competencies	• Creativity and Innovation • Communication	• Creativity and Innovation • Communication	• Creativity and Innovation • Communication	• Critical Thinking • Creativity and Innovation	• Creativity and Innovation • Critical Thinking

Arts Education – MUSIC					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Literacy	• Access • Background Knowledge • Vocabulary • Clarity • Intent • Modes and Media	• Access • Vocabulary • Comprehension Strategies • Clarity • Intent • Modes and Media	• Background Knowledge • Vocabulary • Clarity • Intent • Modes and Media	• Access • Comprehension Strategies • Clarity • Intent	• Vocabulary • Comprehension Strategies • Clarity • Intent • Modes and Media
Numeracy	• None identified	• None identified	• Interpretation and Representation of Quantitative Information	• None identified	• Patterns and Relationships

Arts Education – MUSIC				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Essential Understanding	Exploring connections strengthens our understandings of relationships to help us make meaning of the world.				
Guiding Questions	How can music help me make connections in my world?	How can I use music to explore connections in my world?	How can we make connections with the stories of one another through music experiences?	How can music help us learn about connections within communities?	How can music experiences strengthen relationships within communities and cultures?
Learning Outcomes	Children explore connections between self and surroundings through music experiences.	Students explore connections between self and one another through music experiences.	Students examine connections and stories of one another through music experiences.	Students examine and describe how music contributes to connections between self, one another, and communities.	Students analyze relationships within communities and cultures as reflected through music.
Conceptual Knowledge	• music can build connections between self and one another • connections can be made when music is shared • responses to music can be different • First Nations, Métis, and Inuit music demonstrates connections between self and nature • music of Francophone, local, and other cultures help make connections with one another	• music can reflect personal experiences and connections to the world • music can be expressed individually or with one another • music can help individuals express self in various ways • connections can be made when music is shared with one another • First Nations, Métis, and Inuit music demonstrates connections between nature and its sounds • Francophone, local, and other cultures use music to build connections	• music experiences can be shared with one another • stories of one another can be shared through music • cultural occasions and celebrations can be shared through music • First Nations, Métis, and Inuit music demonstrates the connection between self and nature • Francophone, local, and other cultures can use music to express connections	• a sense of belonging can be fostered by sharing music • audience etiquette supports the development of respectful relationships • connections to one another and to communities can be expressed through music • First Nations, Métis, and Inuit music reflects diverse cultural experiences and communities • the music of Francophone, local, and other cultures can reflect diversity	• stories, traditions, and identity can be expressed through music • music provides a way to explore diverse points of view and perspectives • music experiences strengthen relationships between self and a variety of communities and cultures • First Nations, Métis, and Inuit can represent story, culture, tradition, and relationships through music • Francophone, local, and other cultures can represent story, culture, tradition, and relationships through music
Procedural Knowledge	• share personal connections to music • identify ways that music can make connections • respond to music in various ways • identify ways that First Nations, Métis, and Inuit music demonstrates connections between self and nature • identify how the music of Francophone, local, and other cultures helps make connections with one another	• express music individually and with one another • express self through music • build relationships by sharing music • identify ways in which First Nations, Métis, and Inuit music demonstrates connections between nature and its sounds • identify ways in which Francophone, local, and other cultures use music to build connections	• share music experiences with one another • share stories of self and one another through music • identify ways in which music is used to enhance cultural occasions and celebrations • identify ways in which First Nations, Métis, and Inuit music demonstrates connections between self and nature • identify ways that Francophone, local, and other cultures use music to express connections	• discuss ways that music experiences develop a sense of belonging • demonstrate audience etiquette • share connections between self, one another, and diverse communities through music • identify ways in which First Nations, Métis, and Inuit music reflects diverse cultural experiences and communities • identify ways in which the music of Francophone, local, and other cultures reflects diversity	• compare and contrast ways in which stories, traditions, and identities are expressed through music • identify ways in which diverse points of view and perspectives are included in music • identify ways that music experiences strengthen relationships between self and a variety of communities and cultures • identify ways in which First Nations, Métis, and Inuit music represents and communicates story, culture, tradition, and relationships • identify ways in which the music of Francophone, local, and other cultures represents and communicates story, culture, tradition, and relationships
Competencies	• Personal Growth and Well-being • Managing Information	• Personal Growth and Well-being • Cultural and Global Citizenship	• Cultural and Global Citizenship • Critical Thinking	• Cultural and Global Citizenship • Communication	• Cultural and Global Citizenship • Critical Thinking

	Arts Education – MUSIC				
Literacy	• Background Knowledge • Comprehension Strategies • Clarity • Intent	• Background Knowledge • Comprehension Strategies • Clarity • Modes and Media	• Participation • Comprehension Strategies • Clarity • Modes and Media	• Participation • Comprehension Strategies • Clarity • Audience • Intent • Modes and Media	• Participation • Comprehension Strategies • Clarity • Modes and Media
Numeracy	• None identified	• None identified	• None identified	• None identified	• None identified

Arts Education – MUSIC				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Artworks take form through the exploration and application of artistic elements and techniques to support expression.				
Guiding Questions	How can rhythm, melody, structure, and expression (elements of music) be explored?	How can I explore basic elements of music to develop music literacy?	How can I express the elements of music to develop music literacy?	How can I perform elements of music to demonstrate music literacy?	How can I apply increasingly complex elements of music to demonstrate music literacy?
Learning Outcomes	Children explore the elements of music through various repertoire.	Students explore and demonstrate the elements of rhythm, melody, structure, expression, texture, and harmony through various repertoire.	Students express the elements of rhythm, melody, structure, expression, texture, and harmony through various repertoire.	Students perform the increasingly complex elements of rhythm, melody, structure, expression, texture, and harmony in various repertoire.	Students perform and apply the increasingly complex elements of rhythm, melody, structure, expression, texture, and harmony through various repertoire.
Conceptual Knowledge	• music is made up of beat, rhythm, melody, structure, and expression (elements) • music has long sounds, short sounds, and silences (rhythm) • music can have a steady pulse (beat) • melodies have high, middle, and low sounds (pitch) • parts or sections of music can sound the same, similar, or different and may be repeated (structure) • music can be fast or slow (tempo) and loud or soft (dynamics) • tempo and dynamics are part of musical expression • vocal, instrumental, and environmental sounds have a variety of tonal characteristics (timbre) • music can be expressed through singing, playing instruments, and moving	• rhythm can be verbalized with syllables and notated with symbols • rhythm includes durations of sounds and silences • high, middle, and low sounds can be labelled with names sol, mi, and la (pitch) • melody and rhythm can be notated in a variety of ways • the lines and spaces that musical notation is written upon is called the staff • a musical idea is called a phrase • phrases can be labelled using lower case letters (ab, aba, abab) • language can be used to describe musical expression such as fast (allegro) or slow (adagio) and loud (forte) or soft (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 (ostinato) can be sung, played, or spoken • accompaniments based on a five-note scale (pentatonic) add harmony and texture to music • two-note repeated patterns on do and sol (bordun) can be used as an accompaniment for pentatonic songs • accompaniments where do and sol are played simultaneously (chordal bordun) can be used to accompany pentatonic songs	• new rhythm patterns can be added to repertoire • the beats in music can be strong or weak • beats can be emphasized (accent) • bar lines, double bar lines, repeat signs, measures, and time signatures are organizational components • high, middle, and low sounds can be labelled with the names do, re, mi, sol, and la (pitch) • melodic and rhythmic patterns can create phrases • a short section of music (introduction) can be played at the beginning of a piece • a short section of music can be played at the end of a piece (coda) • music may change gradually from soft to loud (crescendo) or loud to soft (decrescendo) • music can be very loud (fortissimo) or very soft (pianissimo) • the simultaneous sounding of two or more notes creates harmony • accompaniments can be played by alternating do and sol (broken bordun)	• rhythms increase in complexity • time signatures help us understand how beats are grouped • beat and divisions of the beat can be demonstrated in a variety of ways • home tone or tonic establishes the musical key • high, middle, and low sounds and can be identified as low sol, low la, do, re, mi, sol, la, and high do (pitches) • orchestral instruments can be classified into families: strings, brass, woodwind, and percussion • timbre can be produced in a variety of ways • 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 (ritardando) or slow to fast (accelerando) • rounds and canons produce harmony and texture • accompaniments can be played using do and sol in alternating octaves (level bordun)	• rhythms continue to increase in complexity • melodies can be based on pentatonic, major, and minor scales • mood in music can be influenced by its key and expressive qualities • melodies can be labelled and performed in a variety of ways using tonic solfa or musical alphabet (absolute pitch) • instrument families of the orchestra can be identified by tonal qualities • rondo form has at least three contrasting sections (ABACA) • sounds can be described as short and detached (staccato) or smooth (legato) • rounds and canons can be performed in two or more parts • layers of sound add texture and can change the character of the music • accompaniments can be played using a cross-over, repeated pattern: do, sol, high do, sol, do (arpeggiated bordun) • first and second endings with repeat signs can be found in music
Procedural Knowledge	• explore elements of music through a variety of songs, singing games, actions, stories, and recordings • explore longs sounds, short sounds, and silences through a variety of music experiences	• explore sounds and silences in music • verbalize rhythms using rhythmic syllables • notate rhythms containing quarter notes, eighth notes, and quarter rests • perform and notate melodies containing sol, mi, and la	• perform new rhythms, including half note, dotted half note, and half rest • perform music in 2/4 and 4/4 time signatures • perform accents in music	• perform new rhythms, including sixteenth notes and eighth and sixteenth note combinations • perform music in 3/4 time signatures • identify home tone or tonic in music	• perform new rhythms, including whole note, whole rest, eighth rest, and syncopation • identify pentatonic, major, and minor scales • describe mood in music

Arts Education – MUSIC

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	• explore high, middle, and low sounds through a variety of music experiences • identify parts or sections of music that are the same, similar, different, or repeated • identify fast and slow and loud and soft in music • compare and contrast tonal characteristics of vocal, instrumental, and environmental sounds • explore a variety of music through singing, playing instruments, moving, and listening experiences	• label phrases in music through movement, pictures, and lower case letters • describe fast and slow and loud and soft using the language of music • classify sounds according to tone colour • add sounds to various texts to create interest • add simple ostinato and bordun to music	• respond to organizational components in music • perform melodies containing do, re, mi, sol, and la • respond to musical phrases in a variety of ways • identify introductions and codas in music • apply the language of music to describe musical expression • perform broken bordun as accompaniment	• perform known melodic patterns with the addition of low sol and low la • classify orchestral instruments according to families and playing techniques • label large sections of music with upper case letters • apply the language of music to describe music that changes gradually from fast to slow (ritardando) and slow to fast (accelerando) • perform simple rounds and canons • perform level bordun as accompaniment	• perform melodic phrases using tonic solfa or the musical alphabet (absolute pitch) • identify tonal qualities of instrument families • perform rondo form in a variety of ways • perform more complex rounds and canons • perform music with more complex texture • perform arpeggiated/cross-over bordun as accompaniment
Competencies	• Managing Information • Creativity and Innovation • Communication	• Managing Information • Communication	• Managing Information • Communication	• Managing Information • Communication	• Managing Information • Communication
Literacy	• Vocabulary • Comprehension Strategies • Modes and Media	• Vocabulary • Comprehension Strategies • Clarity • Intent • Modes and Media	• Vocabulary • Clarity • Modes and Media	• Vocabulary • Comprehension Strategies • Clarity • Modes and Media	• Vocabulary • Comprehension Strategies • Clarity • Modes and Media
Numeracy	• Patterns and Relationships • Spatial Visualization • Management of Space • Measurement	• Using Numbers • Patterns and Relationships • Organization of Data • Time • Interpretation and Representation of Quantitative Information • Communication	• Using Numbers • Patterns and Relationships • Time • Interpretation and Representation of Quantitative Information • Communication	• Using Numbers • Patterns and Relationships • Organization of Data • Time • Interpretation and Representation of Quantitative Information	• Patterns and Relations • Interpretation and Representation of Quantitative Information