

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – ART           |   |  |  |  |   |
|--------------------------------|---|--|--|--|---|
|                                | Kindergarten  | Grade 1  | Grade 2  | Grade 3  | Grade 4   |
| <b>Essential Understanding</b> | Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.  |  |  |  |   |
| <b>Guiding Questions</b>       | 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 choices 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?   |
| <b>Learning Outcomes</b>       | 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.   |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>the experience of creating art (creative processes) changes over time</li> <li>art can be created freely and spontaneously</li> <li>inspiration for creating art can be found in a variety of sources</li> <li>art can express a variety of feelings and experiences</li> <li>art can be created in response to a variety of feelings and experiences</li> <li>constructed objects can express creativity</li> <li>people respond in various ways to art</li> <li>artworks can be signed by the artist</li> <li>First Nations, Métis, and Inuit express stories, feelings, and experiences through art</li> <li>Francophone, local, and other cultures express feelings and experiences through art</li> </ul> | <ul style="list-style-type: none"> <li>creative processes are individual and include exploration</li> <li>ideas and experiences can be inspiration for creating art</li> <li>art can express a variety of ideas and experiences</li> <li>art can be created in response to a variety of ideas and experiences</li> <li>individuals respond to art in personal ways</li> <li>objects created with a purpose (design) can express ideas</li> <li>artworks are owned by the artist and require permission to be shared or exhibited</li> <li>First Nations, Métis, and Inuit express ideas and stories through art</li> <li>Francophone, local, and other cultures express ideas and stories through art</li> </ul> | <ul style="list-style-type: none"> <li>creative processes involve practice to enhance expression and communication of ideas, stories, and experiences</li> <li>personal experiences and stories can be inspiration for creating art</li> <li>art can be created in response to a variety of ideas and experiences</li> <li>responses to art can vary and may reflect personal experiences</li> <li>objects created with a purpose (design) can express creativity</li> <li>local First Nations, Métis, and Inuit art communicates ideas, stories, and experiences</li> <li>the art of Francophone, local, and other cultures communicates ideas, stories, and experiences</li> </ul> | <ul style="list-style-type: none"> <li>artists make experimental and informed choices during creative processes</li> <li>inspiration for creating art can be found in landscape, portrait, and still life genres and can influence artistic choice</li> <li>folk, abstract, pop, and modern movements can be inspiration for creating art and can influence artistic choice</li> <li>responses to art can be related to personal experiences</li> <li>artistic choice can alter expression of ideas</li> <li>artistic choice develops over time and through experiences</li> <li>artistic choice can be used when designing</li> <li>artistic choices are made in First Nations, Métis, and Inuit artwork</li> <li>artistic choices are made in the artwork of Francophone, local, and other cultures</li> </ul> | <ul style="list-style-type: none"> <li>creative processes include reflection and change over time</li> <li>elements within art genres and movements influence expression of ideas and artistic choice</li> <li>criteria for feedback promotes respectful sharing</li> <li>artistic choices, opinions, and experiences can be shared through feedback</li> <li>artistic choice can create interest and be applied in design</li> <li>First Nations, Métis, and Inuit make artistic choices to express a variety of ideas, experiences, and environments</li> <li>artists from Francophone, local, and other cultures make artistic choices to express a variety of ideas, experiences, and environments</li> </ul> |
| <b>Procedural Knowledge</b>    | <ul style="list-style-type: none"> <li>explore art media, methods, and elements within art through creative processes</li> <li>create art freely and spontaneously to express feelings and experiences</li> <li>create art using a variety of sources for inspiration</li> <li>create art in response to a variety of feelings and experiences</li> <li>create imaginative objects with a variety of materials</li> <li>share responses to a variety of art</li> <li>sign artworks</li> <li>identify feelings, stories, and experiences in response to a variety of First Nations, Métis, and Inuit art</li> </ul>  | <ul style="list-style-type: none"> <li>create art through exploration of art media, methods, and elements within art</li> <li>create art that expresses ideas and experiences</li> <li>communicate ideas and experiences in response to art</li> <li>share personal responses to art</li> <li>build objects in response to ideas</li> <li>share or exhibit artworks</li> <li>respond to stories from First Nations, Métis, and Inuit through art</li> <li>respond to stories from Francophone, local, and other cultures through art</li> </ul>  | <ul style="list-style-type: none"> <li>create art using personal experiences and stories as inspiration</li> <li>create art in response to a variety of ideas, stories, and experiences</li> <li>respond to art in a variety of ways</li> <li>create objects with a purpose (design) that expresses creativity</li> <li>describe how the art of local First Nations, Métis, and Inuit communicates ideas, stories, and experiences</li> <li>describe how the art of Francophone, local, and other cultures communicates ideas, stories, and experiences</li> </ul>   | <ul style="list-style-type: none"> <li>create art by making experimental and informed artistic choices</li> <li>explore a variety of art genres and movements for evidence of artistic choice</li> <li>make connections to personal experiences when responding to art</li> <li>express ideas by making artistic choices</li> <li>apply artistic choices when designing</li> <li>examine artistic choices of First Nations, Métis, and Inuit artists</li> <li>examine artistic choices in the artworks of Francophone, local, and other cultures</li> </ul>  | <ul style="list-style-type: none"> <li>reflect on creative processes while creating artworks</li> <li>use art genres and movements as inspiration to make artistic choices</li> <li>co-create criteria for feedback to promote respectful sharing</li> <li>share artistic choices, opinions, and experiences through feedback</li> <li>apply artistic choices in design</li> <li>analyze how First Nations, Métis, and Inuit make artistic choices to express a variety of ideas, experiences, and environments</li> <li>analyze how artists from Francophone, local, and other cultures make artistic choices to express a variety of ideas, experiences, and environments</li> </ul>                            |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – ART |  |   |  |   |   |
|----------------------|--|---|--|---|---|
|                      | Kindergarten   | Grade 1   | Grade 2  | Grade 3   | Grade 4   |
|                      | <ul style="list-style-type: none"> <li>• identify feelings in response to a variety of art by Francophone, local, and other artists</li> </ul>   |   |  |   |   |
| <b>Competencies</b>  | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Creativity and Innovation</li> </ul>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Creativity and Innovation</li> </ul>  | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Creativity and Innovation</li> </ul>           | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking</li> </ul>  | <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creativity and Innovation</li> </ul>  |
| <b>Literacy</b>      | <ul style="list-style-type: none"> <li>• Access</li> <li>• Ethical Use</li> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul>  | <ul style="list-style-type: none"> <li>• Ethical Use</li> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Intent</li> </ul> | <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Access</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> <li>• Media Influence</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Audience</li> <li>• Intent</li> <li>• Modes and Media</li> <li>• Media Influence</li> </ul> |
| <b>Numeracy</b>      | <ul style="list-style-type: none"> <li>• Spatial Visualization</li> <li>• Management of Space</li> <li>• Interpretation and Representation of Spatial Information</li> <li>• Methods or Tools</li> </ul> | <ul style="list-style-type: none"> <li>• Spatial Visualization</li> <li>• Management of Space</li> <li>• Methods or Tools</li> </ul>  | <ul style="list-style-type: none"> <li>• Spatial Visualization</li> <li>• Management of Space</li> </ul>         | <ul style="list-style-type: none"> <li>• Spatial Visualization</li> <li>• Management of Space</li> </ul>  | <ul style="list-style-type: none"> <li>• Personal Insight</li> </ul>  |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – ART           |   |  |   |  |   |
|--------------------------------|---|--|---|--|---|
|                                | Kindergarten  | Grade 1  | Grade 2   | Grade 3  | Grade 4   |
| <b>Essential Understanding</b> | Exploring connections strengthens our understandings of relationships to help us make meaning of the world.   |  |   |  |   |
| <b>Guiding Questions</b>       | 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?   |
| <b>Learning Outcomes</b>       | 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.   |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>art can build connections between self and one another</li> <li>artworks can be personal or shared with one another</li> <li>responses to artworks can differ among individuals</li> <li>First Nations, Métis, and Inuit use art to show connections between self and nature</li> <li>Francophone, local, and other cultures use art to share personal connections to a variety of experiences</li> <li>visual awareness helps make connections between one another and surroundings</li> <li>art and design are present in natural and human-made surroundings</li> </ul> | <ul style="list-style-type: none"> <li>artworks can reflect personal experiences and connections to the world</li> <li>relationships to nature can be expressed through art</li> <li>responses to artworks can reflect personal experiences and relationships</li> <li>visual awareness can be strengthened through a variety of art experiences</li> <li>First Nations, Métis, and Inuit artworks reflect relationships with and respect for nature</li> <li>the artwork of Francophone, local, and other cultures reflects a variety of relationships and experiences</li> </ul> | <ul style="list-style-type: none"> <li>art experiences can reflect relationships with the stories of self and one another</li> <li>art can be used to describe the relationships within the stories of one another</li> <li>stories of First Nations, Métis, and Inuit can be shared through art</li> <li>stories and relationships can be shared through the artworks of Francophone, local, and other cultures</li> <li>relationships within stories can be enhanced through visual cues</li> </ul> | <ul style="list-style-type: none"> <li>art can provide a way of making connections with diverse points of view</li> <li>art gives voice to diverse communities</li> <li>art experiences can foster relationships, connections, and a sense of belonging within communities</li> <li>First Nations, Métis, and Inuit art reflects diverse cultural experiences and communities</li> <li>the art of Francophone, local, and other cultures reflects diverse cultural experiences and communities</li> <li>visual literacy can be enhanced by inferring connections and relationships within the artworks of diverse communities</li> </ul> | <ul style="list-style-type: none"> <li>art experiences can nurture positive relationships</li> <li>art experiences can strengthen community and cultural relationships and connections</li> <li>community and cultural relationships can be represented through art</li> <li>cultural knowledge and relationships can be represented in First Nations, Métis, and Inuit art</li> <li>relationships within Francophone, local, and other cultures can be reflected through art</li> <li>visual literacy can strengthen understanding of relationships within a variety of communities and cultures</li> </ul>  |
| <b>Procedural Knowledge</b>    | <ul style="list-style-type: none"> <li>share artworks with one another</li> <li>share responses to a variety of artworks</li> <li>explore First Nations, Métis, and Inuit art to identify connections with nature</li> <li>explore the art of Francophone, local, and other cultures to make personal connections</li> <li>explore surroundings to develop visual awareness and make connections with one another and the world</li> <li>create objects with a purpose inspired by natural and human-made surroundings</li> </ul>   | <ul style="list-style-type: none"> <li>create art that reflects personal experiences and connections to the world</li> <li>express relationships to nature through art</li> <li>share personal experiences and relationships through artworks</li> <li>describe surroundings to develop visual awareness</li> <li>observe how First Nations, Métis, and Inuit artworks reflect the relationship with and respect for nature</li> <li>observe a variety of relationships and experiences reflected in the artwork of Francophone, local, and other cultures</li> </ul>              | <ul style="list-style-type: none"> <li>create art that reflects the relationships and stories of self and one another</li> <li>share stories that reflect relationships through art</li> <li>identify stories and relationships told through First Nations, Métis, and Inuit art</li> <li>identify stories told through the artworks of Francophone, local, and other cultures</li> <li>apply visual cues that may represent relationships within stories</li> </ul>                                  | <ul style="list-style-type: none"> <li>explore art that communicates diverse points of view</li> <li>discuss ways that art represents diverse communities</li> <li>discuss ways that art experiences foster a sense of belonging</li> <li>investigate how First Nations, Métis, and Inuit art reflects diverse cultural experiences and communities</li> <li>investigate how the art of Francophone, local, and other cultures reflects diverse cultural experiences and communities</li> <li>view artworks that represent connections and relationships within diverse communities to enhance visual literacy</li> </ul>                | <ul style="list-style-type: none"> <li>discuss how art experiences can nurture positive relationships</li> <li>analyze how art experiences may strengthen community and cultural relationships</li> <li>observe how community and cultural connections and relationships can be represented through art</li> <li>analyze how cultural knowledge and relationships can be represented in First Nations, Métis, and Inuit art</li> <li>analyze how relationships within Francophone, local, and other cultures can be reflected through art</li> <li>discuss how visual literacy strengthens understanding of relationships within a variety of communities and cultures</li> </ul> |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| <b>Arts Education – ART</b> |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|
|                             | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>   | <b>Grade 3</b>   | <b>Grade 4</b>   |
| <b>Competencies</b>         | <ul style="list-style-type: none"> <li>• Personal Growth and Well-being</li> <li>• Creativity and Innovation</li> </ul>  | <ul style="list-style-type: none"> <li>• Personal Growth and Well-being</li> <li>• Creativity and Innovation</li> </ul>                      | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Personal Growth and Well-being</li> </ul>  | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Personal Growth and Well-being</li> </ul>  | <ul style="list-style-type: none"> <li>• Cultural and Global Citizenship</li> <li>• Creativity and Innovation</li> </ul>                                   |
| <b>Literacy</b>             | <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> </ul> | <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Clarity</li> <li>• Media Influence</li> </ul> | <ul style="list-style-type: none"> <li>• Participation</li> <li>• Background Knowledge</li> <li>• Text Organization</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Participation</li> <li>• Background Knowledge</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Modes and Media</li> <li>• Media Influence</li> </ul> | <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Modes and Media</li> </ul> |
| <b>Numeracy</b>             | <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Spatial Visualization</li> <li>• Management of Space</li> </ul>  | <ul style="list-style-type: none"> <li>• Spatial Visualization</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Spatial Visualization</li> </ul>  | <ul style="list-style-type: none"> <li>• None identified</li> </ul>  | <ul style="list-style-type: none"> <li>• None identified</li> </ul>  |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – ART           |   |   |  |  |   |
|--------------------------------|---|---|--|--|---|
|                                | Kindergarten  | Grade 1   | Grade 2  | Grade 3  | Grade 4   |
| <b>Essential Understanding</b> | Artworks take form through the exploration and application of artistic elements and techniques to support expression.   |   |  |  |   |
| <b>Guiding Questions</b>       | 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 within art?  | How can we combine art skills and techniques that reflect artistic choice using elements within art?  |
| <b>Learning Outcomes</b>       | 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.  |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>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</li> <li>line, shape, and colour (visual elements) can support the creation of artworks</li> <li>art skills and language are built over time</li> <li>design is present in natural and human-made surroundings</li> </ul>   | <ul style="list-style-type: none"> <li>art skills and techniques can be developed through the exploration and practice of art media, methods, and elements within art</li> <li>ideas, experiences, and environments can be expressed through art media, methods, and elements within art</li> <li>choices of art media, methods, and elements within art can be used for self-expression</li> </ul> | <ul style="list-style-type: none"> <li>observation and practice can contribute to building art skills and techniques</li> <li>artist statements describe creative processes</li> <li>artistic choices can be shared to strengthen creative processes</li> <li>art media, methods, and elements within art can enhance and add variety to artworks</li> </ul> | <ul style="list-style-type: none"> <li>artists personalize artworks by choosing different art media, methods, and elements within art</li> <li>artist statements describe creative processes</li> <li>artistic choices can be made when working with various art media, methods, and elements within art</li> </ul>                  | <ul style="list-style-type: none"> <li>experiences with landscape, portrait, and still life (artistic genres) can inform artistic choice</li> <li>experiences with folk, abstract, pop, and modern (art movements) can inform artistic choice</li> <li>artistic growth can be experienced through practice</li> <li>artist statements reflect creative processes</li> <li>artistic choice of media, methods, and elements within art can enhance expression of ideas</li> <li>artistic choice can include the use of new art media, methods, and elements within art</li> </ul> |
| <b>Procedural Knowledge</b>    | <ul style="list-style-type: none"> <li>create art through the exploration of a variety of materials, paper, paint, and tools (art media)</li> <li>create art through the exploration of drawing, painting, pattern, and contrast (art methods)</li> <li>create art through the exploration of lines, shapes, and colours (elements within art)</li> <li>build art skills, techniques, and language through a variety of experiences</li> <li>design imaginative objects using a variety of art media, methods, and elements within art</li> </ul> | <ul style="list-style-type: none"> <li>practise art skills and techniques by exploring art media, methods, and elements within art</li> <li>express ideas, experiences, and environments through art media, methods, and elements within art</li> <li>choose art media, methods, and elements within art to express oneself</li> </ul>  | <ul style="list-style-type: none"> <li>build art skills and techniques through observation and practice</li> <li>examine artist statements for evidence of creative processes</li> <li>share artistic choices</li> <li>add variety to artworks through choice of art media, methods, and elements within art</li> </ul>                                      | <ul style="list-style-type: none"> <li>personalize artworks through the selection of art media, methods, and elements within art</li> <li>create artist statements that describe personal creative processes</li> <li>discuss artistic choices made when working with various art media, methods, and elements within art</li> </ul> | <ul style="list-style-type: none"> <li>analyze landscape, portrait, and still life genres to inform artworks</li> <li>analyze folk, abstract, pop, and modern movements to inform artworks</li> <li>create art through the practice of artistic skills and techniques</li> <li>create independent artist statements</li> <li>combine art media, methods, and elements within art to reflect artistic choice</li> <li>apply new art media, methods, and elements within art to reflect artistic choice</li> </ul>  |
| <b>Competencies</b>            | <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Managing Information</li> </ul>   | <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Managing Information</li> </ul>   | <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Managing Information</li> </ul>  | <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Managing Information</li> </ul>  | <ul style="list-style-type: none"> <li>Managing Information</li> <li>Creativity and Innovation</li> </ul>   |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| <b>Arts Education – ART</b> |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|
|                             | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>   | <b>Grade 3</b>   | <b>Grade 4</b>   |
| <b>Literacy</b>             | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Modes and Media</li> </ul>  | <ul style="list-style-type: none"> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Personal Insight</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Intent</li> <li>• Modes and Media</li> <li>• Media Influence</li> </ul> |
| <b>Numeracy</b>             | <ul style="list-style-type: none"> <li>• Spatial Visualization</li> <li>• Management of Space</li> <li>• Strategies</li> <li>• Methods or Tools</li> </ul> | <ul style="list-style-type: none"> <li>• Spatial Visualization</li> <li>• Methods or Tools</li> </ul>    | <ul style="list-style-type: none"> <li>• Spatial Visualization</li> <li>• Strategies</li> <li>• Methods or Tools</li> </ul>  | <ul style="list-style-type: none"> <li>• Strategies</li> <li>• Methods or Tools</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Spatial Visualization</li> <li>• Strategies</li> </ul>  |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| <b>Arts Education – DANCE</b>  |   |  |  |   |   |
|--------------------------------|---|--|--|---|---|
|                                | <b>Kindergarten</b>   | <b>Grade 1</b>   | <b>Grade 2</b>   | <b>Grade 3</b>  | <b>Grade 4</b>  |
| <b>Essential Understanding</b> | <b>Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.</b>   |  |  |   |   |
| <b>Guiding Questions</b>       | <b>How can creative movement experiences foster self-expression?</b>  | <b>How can creative movement experiences represent the expression of ideas and experiences?</b>  | <b>How can artistic experimentation enhance the expression of ideas, stories, and experiences?</b>   | <b>How can artistic choice strengthen the communication and expression of self, ideas, and experiences through dance?</b>   | <b>How can artistic choice enhance a performer’s ability to convey communication and expression through dance?</b>  |
| <b>Learning Outcomes</b>       | <b>Children explore self-expression through creative movement.</b>  | <b>Students explore artistic expression to represent ideas and experiences through creative movement.</b>  | <b>Students experiment with and create movement phrases for the expression of ideas, stories, and experiences.</b>   | <b>Students examine artistic choice for the expression of self, ideas, and experiences through dance.</b>   | <b>Students analyze and apply artistic choice for the communication and expression of ideas and experiences through dance.</b>  |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>the experience of creating movement (creative processes) changes over time</li> <li>movement can be created freely and spontaneously to express feelings and experiences</li> <li>inspiration for creative movement can be found in a variety of sources</li> <li>creative movement can express a variety of feelings and experiences</li> <li>movement can be created and expressed in response to a variety of feelings and experiences</li> <li>First Nations, Métis, and Inuit dances communicate a variety of experiences and stories</li> <li>the dances of Francophone, local, and other cultures communicate a variety of experiences and stories</li> </ul> | <ul style="list-style-type: none"> <li>creative processes are individual and include exploration</li> <li>ideas and experiences can be sources of inspiration for creating movement for the expression of ideas and stories</li> <li>creative movement can express a variety of ideas and experiences</li> <li>movement can be created in response to a variety of ideas and experiences</li> <li>individuals respond to creative movement expression in personal ways</li> <li>First Nations, Métis, and Inuit express ideas and stories through dance</li> <li>Francophone, local, and other cultures express ideas and stories through dance</li> </ul> | <ul style="list-style-type: none"> <li>creative processes involve practice to enhance expression and communication of ideas, stories, and experiences</li> <li>personal experiences can be inspiration for creating movement phrases</li> <li>movement phrases can be created in response to a variety of ideas, stories, and experiences</li> <li>responses to creative movement can vary and may reflect personal experiences</li> <li>First Nations, Métis, and Inuit share stories through dance</li> <li>stories of Francophone, local, and other cultures can be shared through dance</li> </ul> | <ul style="list-style-type: none"> <li>dancers make experimental and informed choices during creative processes</li> <li>dances of one another can be a source of inspiration for creating and expressing new dances</li> <li>artistic choices and expressions develop over time and through a variety of experiences</li> <li>artistic choices can enhance expression of ideas within dance sequences</li> <li>dance sequences can be created to reflect and express artistic choices</li> <li>artistic choices are made in First Nations, Métis, and Inuit dances</li> <li>artistic choices are made in the dances of Francophone, local, and other cultures</li> </ul> | <ul style="list-style-type: none"> <li>creative processes include reflection and change over time</li> <li>artistic choices can influence responses to dance</li> <li>a performer’s ability to communicate through dance can be strengthened through feedback and reflection</li> <li>First Nations, Métis, and Inuit dances express ideas, experiences, and artistic choices</li> <li>dances of Francophone, local, and other cultures express ideas, experiences, and artistic choices</li> </ul>   |
| <b>Procedural Knowledge</b>    | <ul style="list-style-type: none"> <li>explore movement through creative processes</li> <li>create feelings and experiences through movement in free and spontaneous ways</li> <li>create movement using a variety of sources of inspiration</li> <li>create movement in response to a variety of feelings and experiences</li> <li>share responses to a variety of creative movement</li> <li>share observations of how First Nations, Métis, and Inuit dances express a variety of experiences and stories</li> <li>share observations of how the dances of Francophone, local, and other cultures express a variety of experiences and stories</li> </ul>  | <ul style="list-style-type: none"> <li>express movement inspired by a variety of ideas and experiences</li> <li>express a variety of ideas and experiences through creative movement</li> <li>create movement in response to a variety of ideas and experiences</li> <li>share personal responses to creative movement in personal ways</li> <li>observe how First Nations, Métis, and Inuit use dance to express ideas and stories (protocols)</li> <li>observe how Francophone, local, and other cultures express ideas and stories through dance</li> </ul>   | <ul style="list-style-type: none"> <li>create movement inspired by a variety of ideas, stories, and experiences</li> <li>create movement phrases inspired by personal experiences</li> <li>create movement phrases in response to a variety of ideas and experiences</li> <li>share how creative movement reflects personal experiences</li> <li>discuss how First Nations, Métis, and Inuit share stories through dance</li> <li>identify how Francophone, local, and other cultures use dance to share stories</li> </ul>  | <ul style="list-style-type: none"> <li>choose movements to create dances</li> <li>apply the dance expressions of the dances of one another as sources of inspiration for creating and expressing new dances</li> <li>analyze various dances for evidence of artistic choices and expression</li> <li>apply artistic choices to enhance expression of ideas within dance sequences</li> <li>create dance sequences that reflect artistic choices</li> <li>identify artistic choices within First Nations, Métis, and Inuit dances</li> <li>identify artistic choices within the dances of Francophone, local, and other cultures</li> </ul>                                | <ul style="list-style-type: none"> <li>analyze dance elements to strengthen understanding of artistic choices</li> <li>apply artistic choices as criteria in response to various dances</li> <li>share feedback to strengthen a performer’s ability to communicate through dance</li> <li>analyze dances of First Nations, Métis, and Inuit to identify expression of ideas, experiences, and artistic choices</li> <li>analyze dances Francophone, local, and other cultures to identify expression of ideas, experiences, and artistic choices</li> </ul> |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| <b>Arts Education – DANCE</b> |  |  |  |  |   |
|-------------------------------|--|--|--|--|---|
|                               | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>   | <b>Grade 3</b>   | <b>Grade 4</b>  |
| <b>Competencies</b>           | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Creativity and Innovation</li> </ul>   | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creativity and Innovation</li> </ul>       | <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creativity and Innovation</li> </ul>                                    |
| <b>Literacy</b>               | <ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Access</li> <li>• Background Knowledge</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Personal Insight</li> <li>• Access</li> <li>• Background Knowledge</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Access</li> <li>• Comprehension Strategies</li> <li>• Intent</li> </ul> | <ul style="list-style-type: none"> <li>• Personal Insight</li> <li>• Clarity</li> <li>• Intent</li> <li>• Comprehension Strategies</li> </ul> |
| <b>Numeracy</b>               | <ul style="list-style-type: none"> <li>• Management of Space</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Management of Space</li> </ul>  | <ul style="list-style-type: none"> <li>• Management of Space</li> </ul>  | <ul style="list-style-type: none"> <li>• Management of Space</li> <li>• Location and Direction</li> </ul>        | <ul style="list-style-type: none"> <li>• Management of Space</li> </ul>   |



**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – DANCE         |  |  |   |   |  |
|--------------------------------|--|--|---|---|--|
|                                | Kindergarten   | Grade 1  | Grade 2   | Grade 3   | Grade 4  |
| <b>Essential Understanding</b> | Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  |  |   |   |  |
| <b>Guiding Questions</b>       | 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?  |
| <b>Learning Outcomes</b>       | 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.   |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>creative movement can build connections between self and one another</li> <li>creative movement can be individual or shared with one another</li> <li>awareness of self can be made by moving in both self and general space</li> <li>First Nations, Métis, and Inuit dances demonstrate connections between self and nature</li> <li>the dances of Francophone, local, and other cultures make connections between story and movement</li> <li>connections with one another can be made as both performer and audience member</li> </ul> | <ul style="list-style-type: none"> <li>creative movement can reflect personal experiences</li> <li>connections can be made when creative movement is shared with one another</li> <li>individuals can express self in various ways through creative movement</li> <li>First Nations, Métis, and Inuit dances depict the connections with and respect for nature, self, and one another</li> <li>connections can be made between self and Francophone, local, and other cultures through dance</li> </ul> | <ul style="list-style-type: none"> <li>creative movement experiences can reflect connections within the stories of self and one another</li> <li>stories can be told through creative movement</li> <li>various seasonal and cultural events can be celebrated through creative movement and dance</li> <li>First Nations, Métis, and Inuit stories can be told through dance</li> <li>stories of Francophone, local, and other cultures can be told through dance</li> </ul>                     | <ul style="list-style-type: none"> <li>dance experiences can build relationships and connections within communities</li> <li>connections to one another and to communities can be expressed through dance</li> <li>individuals and communities can express identity through dance</li> <li>dance provides a way of reflecting diverse points of view</li> <li>First Nations, Métis, and Inuit dances can represent and share stories, traditions, and relationships</li> <li>the dances of Francophone, local, and other cultures can represent and share stories, traditions, and relationships</li> <li>respectful audience etiquette supports relationships</li> </ul> | <ul style="list-style-type: none"> <li>stories, traditions, and identity can be expressed through dance</li> <li>dance experiences can nurture positive relationships</li> <li>connections to various communities and cultures can be made through dance</li> <li>perspectives can be broadened through the sharing of dance</li> <li>dance experiences can support the understanding of empathy</li> <li>cultural knowledge can be represented in First Nations, Métis, and Inuit dances</li> <li>relationships and traditions can be communicated through dance in Francophone, local, and other cultures</li> </ul> |
| <b>Procedural Knowledge</b>    | <ul style="list-style-type: none"> <li>share personal connections to creative movement</li> <li>create movement individually or with one another</li> <li>move in both self and general space</li> <li>discuss ways in which nature is represented in First Nations, Métis, and Inuit dances</li> <li>discuss ways in which stories are shared in the dances of Francophone, local, and other cultures</li> <li>participate as both performer and audience member</li> </ul>   | <ul style="list-style-type: none"> <li>share creative movement to foster positive relationships</li> <li>observe ways in which individuals and communities use dance to express self in various ways</li> <li>represent relationships through movement</li> <li>observe how nature, self, and one another are respected in First Nations, Métis, and Inuit dances</li> <li>discuss connections between self and the dances of Francophone, local, and other cultures</li> </ul>                          | <ul style="list-style-type: none"> <li>create movement that reflects connections between the stories of self and one another</li> <li>share stories through creative movement</li> <li>observe various seasonal and cultural events celebrated through creative movement and dance</li> <li>describe how stories can be shared through First Nations, Métis, and Inuit dances</li> <li>describe how stories can be shared through the dances of Francophone, local, and other cultures</li> </ul> | <ul style="list-style-type: none"> <li>examine ways in which dance experiences can build relationships and connections within communities</li> <li>discuss connections to one another and to communities through dance</li> <li>examine ways in which individual and community identity can be expressed through dance</li> <li>explore ways that dance can be used to express diverse points of view</li> <li>discuss how stories, traditions, and relationships are shared in First Nations, Métis, and Inuit dances</li> <li>discuss how stories, traditions, and relationships are shared in the dances of Francophone, local, and other cultures</li> </ul>          | <ul style="list-style-type: none"> <li>express stories, traditions, and identity through dance</li> <li>discuss ways that dance experiences nurture positive relationships</li> <li>investigate ways in which connections to various communities and cultures can be made through dance</li> <li>discuss how dance can broaden perspectives</li> <li>discuss how dance experiences can support the understanding of various cultures and communities</li> <li>analyze how cultural knowledge can be represented in First Nations, Métis, and Inuit dances</li> </ul>   |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| <b>Arts Education – DANCE</b> |   |   |  |   |  |
|-------------------------------|---|---|--|---|--|
|                               | <b>Kindergarten</b>   | <b>Grade 1</b>  | <b>Grade 2</b>   | <b>Grade 3</b>  | <b>Grade 4</b>   |
|                               |   |   |  | <ul style="list-style-type: none"> <li>demonstrate respectful relationships through audience etiquette</li> </ul>   | <ul style="list-style-type: none"> <li>analyze how relationships and traditions can be communicated through dance in Francophone, local, and other cultures</li> </ul> |
| <b>Competencies</b>           | <ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Creativity and Innovation</li> </ul>   | <ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Creativity and Innovation</li> </ul>   | <ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> <li>Creativity and Innovation</li> </ul>   | <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Personal Growth and Well-being</li> </ul>   | <ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> <li>Creativity and Innovation</li> </ul>   |
| <b>Literacy</b>               | <ul style="list-style-type: none"> <li>Background Knowledge</li> <li>Clarity</li> <li>Audience</li> </ul>             | <ul style="list-style-type: none"> <li>Participation</li> <li>Background Knowledge</li> <li>Clarity</li> <li>Media Influence</li> </ul>   | <ul style="list-style-type: none"> <li>Participation</li> <li>Background Knowledge</li> <li>Text Organization</li> <li>Comprehension Strategies</li> <li>Clarity</li> <li>Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>Text Organization</li> <li>Comprehension Strategies</li> <li>Clarity</li> <li>Audience</li> <li>Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>Participation</li> <li>Text Organization</li> <li>Comprehension Strategies</li> <li>Clarity</li> <li>Modes and Media</li> </ul> |
| <b>Numeracy</b>               | <ul style="list-style-type: none"> <li>Purpose</li> <li>Spatial Visualization</li> <li>Management of Space</li> </ul> | <ul style="list-style-type: none"> <li>Purpose</li> <li>Spatial Visualization</li> <li>Management of Space</li> <li>Interpretation and Representation of Spatial Information</li> </ul> | <ul style="list-style-type: none"> <li>Purpose</li> <li>Management of Space</li> </ul>   | <ul style="list-style-type: none"> <li>None identified</li> </ul>   | <ul style="list-style-type: none"> <li>Spatial Visualization</li> <li>Management of Space</li> </ul>   |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| <b>Arts Education – DANCE</b>  |  |   |  |  |   |
|--------------------------------|--|---|--|--|---|
|                                | <b>Kindergarten</b>  | <b>Grade 1</b>  | <b>Grade 2</b>   | <b>Grade 3</b>   | <b>Grade 4</b>  |
| <b>Essential Understanding</b> | <b>Artworks take form through the exploration and application of artistic elements and techniques to support expression.</b>   |   |  |  |   |
| <b>Guiding Questions</b>       | <b>How can I explore artistic elements within creative movement?</b>   | <b>How can I explore artistic elements within dance to expand my movement skills and techniques?</b>  | <b>How can I explore artistic elements within dance to expand my movement skills and techniques with others?</b>   | <b>How can we use artistic elements within dance to explore choreography?</b>  | <b>How can we apply artistic elements and techniques within dance to enhance choreography?</b>  |
| <b>Learning Outcomes</b>       | <b>Children explore the elements of body, relationships, speed, level, and size through creative movement.</b>   | <b>Students explore movement skills and techniques using elements within dance.</b>   | <b>Students expand movement skills and techniques individually and with others using elements within dance.</b>  | <b>Students examine artistic expression by applying elements within dance to choreographed compositions.</b>   | <b>Students apply increasingly complex elements and techniques to self-choreographed compositions.</b>  |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>• there are many ways to express oneself through movement</li> <li>• body, relationships, speed, level, and size (elements) can be used in a variety of ways to express feelings and experiences</li> <li>• creative movement can be performed in isolation and in unison (body)</li> <li>• creative movement can occur in relation to self, others, place, and objects in self and general space</li> <li>• creative movement can be fast and slow in self and general space (speed)</li> <li>• creative movement can be high and low in self and general space (levels)</li> <li>• creative movement can be big and small in self and general space (size)</li> </ul> | <ul style="list-style-type: none"> <li>• additional elements within creative movement can strengthen abilities to express oneself</li> <li>• creative movement can show pathways, direction, and shape (space)</li> <li>• creative movement incorporates rhythm and speed (time)</li> <li>• repetition of movements (choreographic device) can organize and add interest to creative movement</li> <li>• relationships, such as beside and between and over and under, can be explored in creative movement</li> <li>• creative movement can show curved, straight, angular, and twisted shapes</li> <li>• repeating a movement or set of movements (repetition) can show patterns</li> </ul> | <ul style="list-style-type: none"> <li>• creative movement can be sharp and smooth (energy)</li> <li>• creative movement can be strong and light (weight)</li> <li>• creative movement can have energy and weight (force)</li> <li>• movement can grow bigger or smaller in size (expansion/diminution)</li> <li>• cooperation and awareness in self-space and general space can support group performance (ensemble)</li> <li>• mirroring and shadowing, above and below, and around and through (relationships) can be explored both independently and with others</li> <li>• creative movement phrases are a way to organize and communicate ideas and stories</li> <li>• creative movement phrases can have a beginning and an ending</li> <li>• creative movement can be organized into phrases that are the same and different (choreographic forms)</li> <li>• binary form (AB) and ternary form (ABA) help organize movement patterns</li> </ul> | <ul style="list-style-type: none"> <li>• dance skills are developed and strengthened with practice</li> <li>• choreographic devices and forms (canon, retrograde, rondo) add interest and structure to dance compositions and improvisations</li> <li>• a dance phrase performed by more than one person or group, and beginning at different times (canon), is a choreographic device or dance form</li> <li>• a dance or movement sequence that is performed in reverse order (retrograde) is a choreographic device or dance form</li> <li>• a dance form that has at least three contrasting sections, ABACA (rondo), is a choreographic device</li> <li>• metre (time) reflects a grouping of beats and accents within movement</li> <li>• dance can demonstrate swinging and suspended movements (energy)</li> <li>• dance compositions have patterns</li> <li>• a combination of two or more dance phrases creates a sequence</li> <li>• dance sequences have a beginning, a middle, and an ending</li> </ul> | <ul style="list-style-type: none"> <li>• dancers can focus by looking at a specific point while moving (spotting)</li> <li>• new movements can be added to existing movements in a successive manner (accumulation)</li> <li>• dance compositions can be performed as a formal or an informal expression of ideas</li> <li>• contrast, gathering, scattering, and accumulation (relationships) can be used to add interest to group performances</li> </ul> |
| <b>Procedural Knowledge</b>    | <ul style="list-style-type: none"> <li>• move to express self in a variety of ways</li> <li>• explore the ways in which the body can move independently and together with others (unison)</li> <li>• explore the ways in which the body can move in relationship to self, others, place, and objects</li> <li>• explore body movements that are fast and slow and big and small</li> </ul>   | <ul style="list-style-type: none"> <li>• experiment with additional elements of shape, space, relationship, time, and pathway to extend movement skills and techniques</li> <li>• repeat a movement or set of movements (repetition) to show patterns</li> </ul>  | <ul style="list-style-type: none"> <li>• explore energy, weight, force, expansion, and diminution</li> <li>• create movement phrases both independently and with others</li> <li>• explore movement to include mirroring and shadowing, above and below, and around and through, both independently and with others</li> <li>• apply movement phrases to organize and communicate ideas and stories</li> </ul>   | <ul style="list-style-type: none"> <li>• incorporate additional elements of metre, energy, and pattern in dance</li> <li>• practise dance skills through a variety of contexts</li> <li>• incorporate devices, forms, structures, and sequences to explore artistic expression</li> <li>• perform dance sequences with a beginning, a middle, and an ending</li> </ul>   | <ul style="list-style-type: none"> <li>• practise spotting during a variety of dance contexts</li> <li>• add new movements to existing movements in succession</li> <li>• perform dance compositions that express ideas</li> <li>• incorporate elements of spotting, contrast, gathering, scattering, and accumulation to enhance artistic expression</li> </ul>  |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| <b>Arts Education – DANCE</b> |   |   |  |  |  |
|-------------------------------|---|---|--|--|--|
|                               | <b>Kindergarten</b>   | <b>Grade 1</b>  | <b>Grade 2</b>   | <b>Grade 3</b>   | <b>Grade 4</b>   |
|                               |   |   | <ul style="list-style-type: none"> <li>• show a beginning and an ending through movement phrases</li> <li>• perform movement phrases that are the same and different</li> <li>• perform binary form (AB) and ternary form (ABA) through creative movement</li> </ul> |  |  |
| <b>Competencies</b>           | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Managing Information</li> </ul> | <ul style="list-style-type: none"> <li>• Managing Information</li> <li>• Personal Growth and Well-being</li> </ul>  | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Managing Information</li> </ul>  | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Managing Information</li> </ul>  | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Managing Information</li> </ul>  |
| <b>Literacy</b>               | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Intent</li> <li>• Modes and Media</li> </ul>   | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Intent</li> <li>• Modes and Media</li> </ul>   | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Text Organization</li> <li>• Modes and Media</li> </ul>   | <ul style="list-style-type: none"> <li>• Personal Insight</li> <li>• Vocabulary</li> <li>• Text Organization</li> <li>• Comprehension Strategies</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Intent</li> <li>• Modes and Media</li> </ul>  |
| <b>Numeracy</b>               | <ul style="list-style-type: none"> <li>• Management of Space</li> <li>• Location and Direction</li> </ul>     | <ul style="list-style-type: none"> <li>• Patterns and Relationships</li> <li>• Management of Space</li> <li>• Time</li> <li>• Location and Direction</li> <li>• Strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Patterns and Relationships</li> <li>• Spatial Visualization</li> <li>• Management of Space</li> </ul>   | <ul style="list-style-type: none"> <li>• Patterns and Relationships</li> <li>• Spatial Visualization</li> <li>• Management of Space</li> <li>• Time</li> <li>• Strategies</li> </ul>   | <ul style="list-style-type: none"> <li>• Patterns and Relationships</li> <li>• Spatial Visualization</li> <li>• Management of Space</li> <li>• Location and Direction</li> <li>• Strategies</li> </ul> |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – DRAMA         |   |  |   |   |   |
|--------------------------------|---|--|---|---|---|
|                                | Kindergarten  | Grade 1  | Grade 2   | Grade 3   | Grade 4   |
| <b>Essential Understanding</b> | Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.  |  |   |   |   |
| <b>Guiding Questions</b>       | 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 choices strengthen the communication and expression of self, ideas, and experiences through drama?   | How can artistic choices enhance a performer’s ability to convey communication and expression through drama?  |
| <b>Learning Outcomes</b>       | 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 choices 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.  |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>the experience of drama and dramatic play (creative processes) changes over time</li> <li>dramatizations can be created freely and spontaneously through dramatic play</li> <li>a variety of sources can provide inspiration for expression within dramatic play</li> <li>dramatic play can express a variety of feelings and experiences</li> <li>dramatizations can be created and expressed in response to a variety of feelings and experiences</li> <li>First Nations, Métis, and Inuit dramatizations communicate and express a variety of experiences and stories</li> <li>the dramatizations of Francophone, local, and other cultures communicate and express a variety of experiences and stories</li> </ul> | <ul style="list-style-type: none"> <li>creative processes are individual and include exploration</li> <li>dramatizations use characters and stories to express ideas and experiences</li> <li>imaginary situations can be a starting point for expressing dramatizations</li> <li>drama can be created and expressed in response to a variety of ideas and experiences</li> <li>individuals can respond to expressions within drama in personal ways</li> <li>individuals can express themselves as both performers and audience members during dramatizations</li> <li>First Nations, Métis, and Inuit express ideas and stories through drama</li> <li>Francophone, local, and other cultures express ideas and stories through drama</li> </ul> | <ul style="list-style-type: none"> <li>creative processes involve practice to enhance expression and communication of ideas, stories, and experiences</li> <li>creative processes may be individual or explored through ensemble</li> <li>ideas and stories can be a starting point (inspiration) for dramatizations</li> <li>details can be added to dramatic expression to create interest</li> <li>performers can represent human and non-human characters, animals, ideas, and feelings through dramatic expression</li> <li>First Nations, Métis, and Inuit tell stories through dramatic expression</li> <li>Francophone, local, and other cultures tell stories through dramatizations</li> <li>expression of responses to dramatizations can vary and may reflect personal experiences</li> </ul> | <ul style="list-style-type: none"> <li>individuals and the ensemble make experimental and informed choices during creative processes</li> <li>reflection is part of creative processes</li> <li>ideas for creating drama can come from self and one another</li> <li>expression in dramatizations can be strengthened through reflection</li> <li>expressive artistic choices are made in First Nations, Métis, and Inuit dramatizations</li> <li>expressive artistic choices are made in the dramatizations of Francophone, local, and other cultures</li> </ul> | <ul style="list-style-type: none"> <li>creative processes include reflection and can change over time</li> <li>criteria for feedback promote respectful sharing</li> <li>inspiration for creating and expressing dramatizations can come from a variety of sources</li> <li>diverse stories and perspectives can be expressed through drama</li> <li>First Nations, Métis, and Inuit drama can reflect expressive artistic choices</li> <li>dramatizations of Francophone, local, and other cultures can reflect expressive dramatic choices</li> </ul> |
| <b>Procedural Knowledge</b>    | <ul style="list-style-type: none"> <li>create dramatizations freely and spontaneously through dramatic play</li> <li>use a variety of sources to provide inspiration for expression during dramatic play</li> <li>explore a variety of feelings and experiences through dramatic play</li> <li>create dramatizations in response to a variety of feelings and experiences</li> <li>discuss how First Nations, Métis, and Inuit use dramatizations to communicate a variety of experiences and stories</li> <li>discuss how Francophone, local, and other cultures use dramatizations to</li> </ul>  | <ul style="list-style-type: none"> <li>create dramatizations that use characters and stories to express ideas and experiences</li> <li>create dramatizations that use imaginary situations as a starting point (inspiration)</li> <li>respond to a variety of ideas and experiences through dramatic expression</li> <li>discuss various ways individuals respond to dramatic expression</li> <li>participate in dramatizations as both a performer and an audience member</li> <li>discuss ways in which First Nations, Métis, and Inuit express ideas and stories through drama</li> </ul>   | <ul style="list-style-type: none"> <li>apply personal experiences to dramatizations</li> <li>identify how adding details can change or enhance dramatic expression</li> <li>express human and non-human characters, animals, ideas, and feelings through dramatizations</li> <li>communicate ideas, stories, and experiences through drama</li> <li>listen actively while ideas and stories are being expressed</li> <li>share how First Nations, Métis, and Inuit use dramatizations to express and tell stories</li> </ul>  | <ul style="list-style-type: none"> <li>discuss the importance of reflection in creative processes</li> <li>make experimental and expressive choices as individuals and in ensemble within dramatization</li> <li>create dramatizations using the ideas of self and one another</li> <li>discuss how expressive artistic choices can be made in dramatizations</li> <li>discuss how reflection can strengthen expression in dramatizations</li> <li>identify expressive artistic choices made in First Nations, Métis, and Inuit dramatizations</li> </ul>         | <ul style="list-style-type: none"> <li>co-create criteria for feedback to promote respectful sharing</li> <li>create dramatizations inspired from a variety of sources</li> <li>create dramatizations that reflect diverse stories and perspectives</li> <li>collaborate to make artistic choices within dramatizations</li> <li>discuss artistic choices in First Nations, Métis, and Inuit dramatizations</li> <li>discuss artistic choices in the dramatizations of Francophone, local, and other cultures</li> </ul>                                |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| <b>Arts Education – DRAMA</b> |  |   |  |   |   |
|-------------------------------|--|---|--|---|---|
|                               | <b>Kindergarten</b>  | <b>Grade 1</b>  | <b>Grade 2</b>   | <b>Grade 3</b>  | <b>Grade 4</b>  |
|                               | communicate a variety of experiences and stories   | <ul style="list-style-type: none"> <li>discuss ways in which Francophone, local, and other cultures express ideas and stories through drama</li> </ul>  | <ul style="list-style-type: none"> <li>share how Francophone, local, and other cultures use dramatizations to express and tell stories</li> <li>express personal responses to drama</li> </ul>   | <ul style="list-style-type: none"> <li>identify expressive artistic choices made in the dramatizations of Francophone, local, and other cultures</li> </ul>                             |   |
| <b>Competencies</b>           | <ul style="list-style-type: none"> <li>Communication</li> <li>Creativity and Innovation</li> </ul>                                     | <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Communication</li> </ul>  | <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Communication</li> </ul>   | <ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Creativity and Innovation</li> </ul>  | <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking</li> </ul>  |
| <b>Literacy</b>               | <ul style="list-style-type: none"> <li>Access</li> <li>Vocabulary</li> <li>Clarity</li> <li>Intent</li> <li>Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>Background Knowledge</li> <li>Vocabulary</li> <li>Text Organization</li> <li>Clarity</li> <li>Audience</li> <li>Intent</li> <li>Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>Personal Insight</li> <li>Background Knowledge</li> <li>Vocabulary</li> <li>Clarity</li> <li>Intent</li> <li>Audience</li> <li>Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>Personal Insight</li> <li>Background Knowledge</li> <li>Vocabulary</li> <li>Comprehension Strategies</li> <li>Clarity</li> <li>Intent</li> </ul> | <ul style="list-style-type: none"> <li>Personal Insight</li> <li>Access</li> <li>Comprehension Strategies</li> <li>Clarity</li> <li>Audience</li> <li>Intent</li> </ul> |
| <b>Numeracy</b>               | <ul style="list-style-type: none"> <li>None identified</li> </ul>  | <ul style="list-style-type: none"> <li>None identified</li> </ul>   | <ul style="list-style-type: none"> <li>None identified</li> </ul>  | <ul style="list-style-type: none"> <li>None identified</li> </ul>   | <ul style="list-style-type: none"> <li>None identified</li> </ul>   |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – DRAMA         |  |  |   |  |   |
|--------------------------------|--|--|---|--|---|
|                                | Kindergarten   | Grade 1  | Grade 2   | Grade 3  | Grade 4   |
| <b>Essential Understanding</b> | Exploring connections strengthens our understandings of relationships to help us make meaning of the world.  |  |   |  |   |
| <b>Guiding Questions</b>       | 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?   |
| <b>Learning Outcomes</b>       | 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.   |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>feelings, experiences, and relationships can be shared through dramatic play</li> <li>First Nations, Métis, and Inuit stories reflect connections between self and nature</li> <li>Francophone, local, and other cultures may use dramatizations to reflect stories</li> </ul>            | <ul style="list-style-type: none"> <li>drama can reflect personal experiences and connections to the world</li> <li>awareness of self can be expressed through drama experiences</li> <li>all roles are important and make contributions to dramatizations (ensemble)</li> <li>dramatizations can be expressed individually or with others through ensemble</li> <li>First Nations, Métis, and Inuit stories use humour to teach about self and nature</li> <li>Francophone, local, and other cultures may use dramatization to explore and share relationships</li> </ul> | <ul style="list-style-type: none"> <li>drama experiences can reflect the stories of self and one another</li> <li>stories of self and one another can be told through drama</li> <li>First Nations, Métis, and Inuit dramatize stories to show relationships between self, sky, land, water, and animals</li> <li>Francophone, local, and other cultures use drama to tell stories</li> </ul>                                 | <ul style="list-style-type: none"> <li>connections between one another and communities can be expressed through drama</li> <li>collaboration can develop relationships and a sense of belonging within the ensemble</li> <li>drama provides a way of making connections with the diverse points of view of varying characters</li> <li>First Nations, Métis, and Inuit stories and drama reflect the diversity of communities</li> <li>Francophone, local, and other cultures reflect diversity through dramatizations and stories</li> </ul>      | <ul style="list-style-type: none"> <li>collaboration can strengthen understanding and empathy within the ensemble</li> <li>perspectives can be broadened and connections can be strengthened through the sharing of stories during drama experiences</li> <li>connections to various groups and communities can be expressed through drama</li> <li>First Nations, Métis, and Inuit dramatic works can represent stories, traditions, and connections</li> <li>dramatizations of Francophone, local, and other cultures communicate stories, traditions, and connections</li> </ul> |
| <b>Procedural Knowledge</b>    | <ul style="list-style-type: none"> <li>share feelings, experiences, and relationships through dramatic play</li> <li>explore connections between self and nature as shared in First Nations, Métis, and Inuit stories</li> <li>explore how Francophone, local, and other cultures use dramatizations to share stories</li> </ul> | <ul style="list-style-type: none"> <li>express self through drama experiences</li> <li>observe ways that all roles contribute to dramatizations</li> <li>explore dramatizations individually or with others in ensemble</li> <li>identify humour in the dramatizations of First Nations, Métis, and Inuit stories</li> <li>identify how Francophone, local, and other cultures use dramatization to explore and share relationships</li> </ul>   | <ul style="list-style-type: none"> <li>examine the stories of self and one another through drama</li> <li>tell stories using a variety of dramatic methods and techniques</li> <li>discuss how First Nations, Métis, and Inuit use dramatizations of stories to show relationships to sky, land, water, and animals</li> <li>discuss how Francophone, local, and other cultures use dramatizations to tell stories</li> </ul> | <ul style="list-style-type: none"> <li>express connections between one another and communities through drama</li> <li>collaborate within the ensemble to develop relationships and a sense of belonging</li> <li>share how dramatizations provide a way to connect with the points of view of varying characters</li> <li>discuss the diversity of First Nations, Métis, and Inuit stories reflected in dramatizations</li> <li>discuss how Francophone, local, and other cultures reflect diversity through dramatizations and stories</li> </ul> | <ul style="list-style-type: none"> <li>collaborate within an ensemble to develop understanding and empathy</li> <li>compare and contrast perspectives by sharing stories during drama experiences</li> <li>express connections to a variety of communities through drama</li> <li>analyze how First Nations, Métis, and Inuit dramatic works represent stories, traditions, and relationships</li> <li>analyze how dramatizations of Francophone, local, and other cultures communicate stories, traditions, and relationships</li> </ul>   |
| <b>Competencies</b>            | <ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Creativity and Innovation</li> </ul>  | <ul style="list-style-type: none"> <li>Personal growth and well-being</li> <li>Creativity and Innovation</li> </ul>  | <ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> <li>Creativity and Innovation</li> </ul>  | <ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> <li>Creativity and Innovation</li> </ul>   | <ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> <li>Critical Thinking</li> </ul>  |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| <b>Arts Education – DRAMA</b> |   |   |   |  |  |
|-------------------------------|---|---|---|--|--|
|                               | <b>Kindergarten</b>   | <b>Grade 1</b>  | <b>Grade 2</b>  | <b>Grade 3</b>   | <b>Grade 4</b>   |
| <b>Literacy</b>               | <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Clarity</li> <li>• Modes and Media</li> <li>• Purpose</li> </ul> | <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> <li>• Purpose</li> </ul> | <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Modes and Media</li> <li>• Purpose</li> </ul> | <ul style="list-style-type: none"> <li>• Participation</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Modes and Media</li> <li>• Purpose</li> </ul> | <ul style="list-style-type: none"> <li>• Participation</li> <li>• Background Knowledge</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Modes and Media</li> <li>• Purpose</li> </ul> |
| <b>Numeracy</b>               | <ul style="list-style-type: none"> <li>• None identified</li> </ul>   | <ul style="list-style-type: none"> <li>• None identified</li> </ul>   | <ul style="list-style-type: none"> <li>• None identified</li> </ul>   | <ul style="list-style-type: none"> <li>• None identified</li> </ul>  | <ul style="list-style-type: none"> <li>• None identified</li> </ul>  |



**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – DRAMA         |  |   |  |  |  |
|--------------------------------|--|---|--|--|--|
|                                | Kindergarten   | Grade 1   | Grade 2  | Grade 3  | Grade 4  |
| <b>Essential Understanding</b> | Artworks take form through the exploration and application of artistic elements and techniques to support expression.  |   |  |  |  |
| <b>Guiding Questions</b>       | 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?   |
| <b>Learning Outcomes</b>       | 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.  |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>properties, costumes, and sound</li> <li>effects (elements within drama) can help share ideas and stories</li> <li>actions and techniques are used to express ideas and story</li> <li>properties, puppets, costumes, fabric, and objects (manipulatives) can be used to express ideas and stories</li> <li>dramatizations can be created individually or in groups</li> <li>costumes and sound (technical elements) can strengthen expression within dramatizations</li> <li>drama skills and language are built over time</li> </ul>  | <ul style="list-style-type: none"> <li>storytelling, group drama, tableaux, and dramatic movement (dramatic forms) can express a variety of ideas and stories</li> <li>spontaneous, guided, or planned experiences can be used to express ideas and stories</li> <li>improvisation, role-play, group drama, parallel play, and tableaux (guided dramatic play) can be used to express ideas and stories in drama</li> <li>artistic choices can be made within dramatic forms, dramatic exploration, and guided dramatic play</li> </ul> | <ul style="list-style-type: none"> <li>technical elements and dramatic forms can be used to represent scenery</li> <li>mood contributes to dramatizations</li> <li>dramatic details can support expression</li> <li>various technical elements and dramatic forms can represent time, place, situation, and character</li> <li>mime and tableaux can be used to represent ideas and objects</li> </ul> | <ul style="list-style-type: none"> <li>artistic choice can be applied to technical elements and dramatic forms in various ways</li> <li>specific dramatic moods can be created through technical elements and techniques of drama</li> <li>dramatizations can be scripted or non-scripted</li> <li>storytelling and choral speech (scripted dramatic forms) can express ideas and stories</li> </ul> | <ul style="list-style-type: none"> <li>dramatic works can be strengthened by adding or combining technical elements</li> <li>stories and works from various sources can be adapted into dramatic forms</li> <li>artistic choices of technical elements, dramatic forms, and conventions can enhance the expression of ideas and stories</li> </ul> |
| <b>Procedural Knowledge</b>    | <ul style="list-style-type: none"> <li>share ideas and stories by using properties, costumes, and sound</li> <li>effects (elements within drama)</li> <li>explore actions and techniques (conventions) to express ideas and stories</li> <li>explore puppets, costumes, fabric, and objects (manipulatives) to express ideas and stories</li> <li>create dramatizations individually or in groups through parallel play</li> <li>add costumes and sound (technical elements) to strengthen expression within dramatizations</li> <li>build drama skills and language by exploring a variety of dramatic experiences</li> </ul> | <ul style="list-style-type: none"> <li>create dramatizations using storytelling, group drama, tableaux, and dramatic movement (dramatic forms)</li> <li>explore dramatizations using spontaneous, guided, or planned experiences</li> <li>express ideas and stories through improvisation, role-play, group drama, parallel play, and tableaux</li> <li>make artistic choices within dramatic forms, exploration, and guided dramatic play</li> </ul>   | <ul style="list-style-type: none"> <li>explore a variety of technical elements and dramatic forms to represent scenery</li> <li>identify the dramatic mood created by technical elements</li> <li>examine how dramatic details support expression within dramatization</li> <li>represent time, place, situation, and character through various technical elements and dramatic forms</li> </ul>       | <ul style="list-style-type: none"> <li>experiment with technical elements and dramatic forms in a variety of ways</li> <li>create specific dramatic moods through technical elements and techniques of drama</li> <li>share scripted or non-scripted dramatizations</li> <li>express ideas and stories through storytelling and choral speech (scripted dramatic forms)</li> </ul>                   | <ul style="list-style-type: none"> <li>add or combine technical elements to strengthen dramatic works</li> <li>adapt stories and works from various sources into dramatic forms</li> <li>analyze artistic choices of technical elements, dramatic forms, and conventions to enhance the expression of ideas and stories</li> </ul>                 |
| <b>Competencies</b>            | <ul style="list-style-type: none"> <li>Managing Information</li> <li>Communication</li> </ul>  | <ul style="list-style-type: none"> <li>Managing Information</li> <li>Creativity and Innovation</li> </ul>   | <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Managing Information</li> </ul>  | <ul style="list-style-type: none"> <li>Managing Information</li> <li>Creativity and Innovation</li> </ul>  | <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking</li> </ul>   |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

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

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – MUSIC         |   |  |   |   |   |
|--------------------------------|---|--|---|---|---|
|                                | Kindergarten  | Grade 1  | Grade 2   | Grade 3   | Grade 4   |
| <b>Essential Understanding</b> | Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.  |  |   |   |   |
| <b>Guiding Questions</b>       | 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?   |
| <b>Learning Outcomes</b>       | 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.   |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>the experience of creating music (creative processes) changes over time</li> <li>music can be created freely and spontaneously</li> <li>a variety of sources can provide inspiration for creating music</li> <li>music can express a variety of feelings and experiences</li> <li>music can be created in response to a variety of feelings and experiences</li> <li>individuals respond in various ways to music</li> <li>First Nations, Métis, and Inuit music communicates a variety of feelings and experiences</li> <li>the music of Francophone, local, and other cultures communicates a variety of feelings and experiences</li> </ul> | <ul style="list-style-type: none"> <li>creative processes are individual and include exploration</li> <li>ideas and experiences can be sources for creating music</li> <li>music can express a variety of ideas and experiences</li> <li>music can be created in response to a variety of ideas and experiences</li> <li>there are many ways to respond to music</li> <li>First Nations, Métis, and Inuit express ideas and experiences through music</li> <li>Francophone, local, and other cultures express ideas and experiences through music</li> </ul> | <ul style="list-style-type: none"> <li>creative processes involve practice to enhance expression and communication of ideas, stories, and experiences</li> <li>personal stories can be a starting point (inspiration) for creating music</li> <li>responses to music can vary and may reflect personal experiences</li> <li>music can communicate ideas, stories, and experiences</li> <li>music notation is a way of representing and communicating musical ideas</li> <li>ideas, stories, and experiences can be expressed through music in a variety of ways</li> <li>First Nations, Métis, and Inuit express ideas, stories, and experiences through music</li> <li>ideas, stories, and experiences of Francophone, local, and other cultures can be expressed through music</li> </ul> | <ul style="list-style-type: none"> <li>musicians make experimental and informed choices during creative processes</li> <li>music of one another can be a source of inspiration for creating new music</li> <li>musical choice can influence the expression of ideas</li> <li>the ability to make musical choices develops over time</li> <li>music can inspire a variety of responses</li> <li>musicians explore musical choice to create compositions</li> <li>musical choices are made within First Nations, Métis, and Inuit music</li> <li>musical choices are made within the music of Francophone, local, and other cultures</li> </ul> | <ul style="list-style-type: none"> <li>creative processes include reflection and can change over time</li> <li>rhythm, melody, harmony, structure, and expression (elements of music) influence the communication of ideas, experiences, and artistic choice</li> <li>musical compositions can be created for a variety of purposes</li> <li>musical choices can be shared through the process of feedback</li> <li>First Nations, Métis, and Inuit make musical choices when expressing a variety of stories, traditions, and experiences through music</li> <li>Francophone, local, and other cultures make musical choices to express a variety of stories, traditions, and experiences through music</li> </ul> |
| <b>Procedural Knowledge</b>    | <ul style="list-style-type: none"> <li>improvise music in free and spontaneous ways</li> <li>create music inspired by a variety of sources</li> <li>express feelings or experiences through music</li> <li>create music in response to feelings or experiences</li> <li>share different ways of responding to music</li> <li>share responses to First Nations, Métis, and Inuit music</li> <li>share responses to the music of Francophone, local, and other cultures</li> </ul>  | <ul style="list-style-type: none"> <li>create music using a variety of ideas and experiences</li> <li>improvise music that expresses a variety of ideas and experiences</li> <li>improvise music in response to a variety of ideas and experiences</li> <li>respond to music in a variety of ways</li> <li>identify how First Nations, Métis, and Inuit express ideas and experiences through music</li> <li>identify how Francophone, local, and other cultures express ideas and experiences through music</li> </ul>                                      | <ul style="list-style-type: none"> <li>create music using personal experiences as a starting point (inspiration)</li> <li>respond to music in personal ways</li> <li>identify ideas, stories, and experiences in music</li> <li>create music in response to a variety of ideas, stories, and experiences</li> <li>notate musical ideas in a variety of ways</li> <li>discuss how First Nations, Métis, and Inuit express ideas, stories, and experiences through music</li> <li>discuss how Francophone, local, and other cultures express ideas, stories, and experiences through music</li> </ul>   | <ul style="list-style-type: none"> <li>apply musical choices as part of creative processes</li> <li>create music to reflect the ideas of one another</li> <li>respond to music in a variety of ways</li> <li>compare and contrast ways that musicians apply musical choice to compositions</li> <li>identify musical choice within First Nations, Métis, and Inuit music</li> <li>identify musical choice within the music of Francophone, local, and other cultures</li> </ul>   | <ul style="list-style-type: none"> <li>apply musical choice related to rhythm, melody, harmony, structure, and expression (elements of music) to a variety of musical experiences</li> <li>create music for a variety of purposes</li> <li>share feedback related to musical choice</li> <li>create music that reflects musical choice</li> <li>compare and contrast musical choices within First Nations, Métis, and Inuit music</li> <li>compare and contrast musical choices within the music of Francophone, local, and other cultures</li> </ul>   |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| <b>Arts Education – MUSIC</b> |  |  |  |   |  |
|-------------------------------|--|--|--|---|--|
|                               | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>   | <b>Grade 3</b>  | <b>Grade 4</b>   |
| <b>Competencies</b>           | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creativity and Innovation</li> </ul>                          | <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking</li> </ul>   |
| <b>Literacy</b>               | <ul style="list-style-type: none"> <li>• Access</li> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Access</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Vocabulary</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Access</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> |
| <b>Numeracy</b>               | <ul style="list-style-type: none"> <li>• None identified</li> </ul>  | <ul style="list-style-type: none"> <li>• None identified</li> </ul>  | <ul style="list-style-type: none"> <li>• Interpretation and Representation of Quantitative Information</li> </ul>  | <ul style="list-style-type: none"> <li>• None identified</li> </ul>   | <ul style="list-style-type: none"> <li>• Patterns and Relationships</li> </ul>   |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – MUSIC         |   |   |   |   |  |
|--------------------------------|---|---|---|---|--|
|                                | Kindergarten  | Grade 1   | Grade 2   | Grade 3   | Grade 4  |
| <b>Essential Understanding</b> | Exploring connections strengthens our understandings of relationships to help us make meaning of the world.   |   |   |   |  |
| <b>Guiding Questions</b>       | 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?  |
| <b>Learning Outcomes</b>       | 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.   |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>music can build connections between self and one another</li> <li>connections can be made when music is shared</li> <li>responses to music can be different</li> <li>First Nations, Métis, and Inuit music demonstrates connections between self and nature</li> <li>music of Francophone, local, and other cultures help make connections with one another</li> </ul>               | <ul style="list-style-type: none"> <li>music can reflect personal experiences and connections to the world</li> <li>music can be expressed individually or with one another</li> <li>music can help individuals express self in various ways</li> <li>connections can be made when music is shared with one another</li> <li>First Nations, Métis, and Inuit music demonstrates connections between nature and its sounds</li> <li>Francophone, local, and other cultures use music to build connections</li> </ul> | <ul style="list-style-type: none"> <li>music experiences can be shared with one another</li> <li>stories of one another can be shared through music</li> <li>cultural occasions and celebrations can be shared through music</li> <li>First Nations, Métis, and Inuit music demonstrates the connection between self and nature</li> <li>Francophone, local, and other cultures can use music to express connections</li> </ul>   | <ul style="list-style-type: none"> <li>a sense of belonging can be fostered by sharing music</li> <li>audience etiquette supports the development of respectful relationships</li> <li>connections to one another and to communities can be expressed through music</li> <li>First Nations, Métis, and Inuit music reflects diverse cultural experiences and communities</li> <li>the music of Francophone, local, and other cultures can reflect diversity</li> </ul>                    | <ul style="list-style-type: none"> <li>stories, traditions, and identity can be expressed through music</li> <li>music provides a way to explore diverse points of view and perspectives</li> <li>music experiences strengthen relationships between self and a variety of communities and cultures</li> <li>First Nations, Métis, and Inuit can represent story, culture, tradition, and relationships through music</li> <li>Francophone, local, and other cultures can represent story, culture, tradition, and relationships through music</li> </ul>  |
| <b>Procedural Knowledge</b>    | <ul style="list-style-type: none"> <li>share personal connections to music</li> <li>identify ways that music can make connections</li> <li>respond to music in various ways</li> <li>identify ways that First Nations, Métis, and Inuit music demonstrates connections between self and nature</li> <li>identify how the music of Francophone, local, and other cultures helps make connections with one another</li> </ul> | <ul style="list-style-type: none"> <li>express music individually and with one another</li> <li>express self through music</li> <li>build relationships by sharing music</li> <li>identify ways in which First Nations, Métis, and Inuit music demonstrates connections between nature and its sounds</li> <li>identify ways in which Francophone, local, and other cultures use music to build connections</li> </ul>  | <ul style="list-style-type: none"> <li>share music experiences with one another</li> <li>share stories of self and one another through music</li> <li>identify ways in which music is used to enhance cultural occasions and celebrations</li> <li>identify ways in which First Nations, Métis, and Inuit music demonstrates connections between self and nature</li> <li>identify ways that Francophone, local, and other cultures use music to express connections</li> </ul> | <ul style="list-style-type: none"> <li>discuss ways that music experiences develop a sense of belonging</li> <li>demonstrate audience etiquette</li> <li>share connections between self, one another, and diverse communities through music</li> <li>identify ways in which First Nations, Métis, and Inuit music reflects diverse cultural experiences and communities</li> <li>identify ways in which the music of Francophone, local, and other cultures reflects diversity</li> </ul> | <ul style="list-style-type: none"> <li>compare and contrast ways in which stories, traditions, and identities are expressed through music</li> <li>identify ways in which diverse points of view and perspectives are included in music</li> <li>identify ways that music experiences strengthen relationships between self and a variety of communities and cultures</li> <li>identify ways in which First Nations, Métis, and Inuit music represents and communicates story, culture, tradition, and relationships</li> <li>identify ways in which the music of Francophone, local, and other cultures represents and communicates story, culture, tradition, and relationships</li> </ul> |
| <b>Competencies</b>            | <ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Managing Information</li> </ul>  | <ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Cultural and Global Citizenship</li> </ul>   | <ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> <li>Critical Thinking</li> </ul>  | <ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> <li>Communication</li> </ul>  | <ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> <li>Critical Thinking</li> </ul>   |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – MUSIC |   |  |   |   |   |
|------------------------|---|--|---|---|---|
| <b>Literacy</b>        | <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> </ul> | <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Participation</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Participation</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Audience</li> <li>• Intent</li> <li>• Modes and Media</li> </ul> | <ul style="list-style-type: none"> <li>• Participation</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Modes and Media</li> </ul> |
| <b>Numeracy</b>        | <ul style="list-style-type: none"> <li>• None identified</li> </ul>   | <ul style="list-style-type: none"> <li>• None identified</li> </ul>  | <ul style="list-style-type: none"> <li>• None identified</li> </ul>   | <ul style="list-style-type: none"> <li>• None identified</li> </ul>   | <ul style="list-style-type: none"> <li>• None identified</li> </ul>   |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| Arts Education – MUSIC         |   |  |  |   |  |
|--------------------------------|---|--|--|---|--|
|                                | Kindergarten  | Grade 1  | Grade 2  | Grade 3   | Grade 4  |
| <b>Essential Understanding</b> | <b>Artworks take form through the exploration and application of artistic elements and techniques to support expression.</b>  |  |  |   |  |
| <b>Guiding Questions</b>       | <b>How can rhythm, melody, structure, and expression (elements of music) be explored?</b>   | <b>How can I explore basic elements of music to develop music literacy?</b>  | <b>How can I express the elements of music to develop music literacy?</b>  | <b>How can I perform elements of music to demonstrate music literacy?</b>   | <b>How can I apply increasingly complex elements of music to demonstrate music literacy?</b>   |
| <b>Learning Outcomes</b>       | <b>Children explore the elements of music through various repertoire.</b>   | <b>Students explore and demonstrate the elements of rhythm, melody, structure, expression, texture, and harmony through various repertoire.</b>  | <b>Students express the elements of rhythm, melody, structure, expression, texture, and harmony through various repertoire.</b>  | <b>Students perform the increasingly complex elements of rhythm, melody, structure, expression, texture, and harmony in various repertoire.</b>   | <b>Students perform and apply the increasingly complex elements of rhythm, melody, structure, expression, texture, and harmony through various repertoire.</b>   |
| <b>Conceptual Knowledge</b>    | <ul style="list-style-type: none"> <li>music is made up of beat, rhythm, melody, structure, and expression (elements)</li> <li>music has long sounds, short sounds, and silences (rhythm)</li> <li>music can have a steady pulse (beat)</li> <li>melodies have high, middle, and low sounds (pitch)</li> <li>parts or sections of music can sound the same, similar, or different and may be repeated (structure)</li> <li>music can be fast or slow (tempo) and loud or soft (dynamics)</li> <li>tempo and dynamics are part of musical expression</li> <li>vocal, instrumental, and environmental sounds have a variety of tonal characteristics (timbre)</li> <li>music can be expressed through singing, playing instruments, and moving</li> </ul> | <ul style="list-style-type: none"> <li>rhythm can be verbalized with syllables and notated with symbols</li> <li>rhythm includes durations of sounds and silences</li> <li>high, middle, and low sounds can be labelled with the names sol, mi, and la (pitch)</li> <li>melody and rhythm can be notated in a variety of ways</li> <li>the lines and spaces that musical notation is written upon is called the staff</li> <li>a musical idea is called a phrase</li> <li>phrases can be labelled using lower case letters (ab, aba, abab)</li> <li>language can be used to describe musical expression, such as fast (allegro) or slow (adagio) and loud (forte) or soft (piano)</li> <li>sounds can be classified and identified according to tone colour or quality (timbre)</li> <li>layers of sound can create interest in music (texture)</li> <li>repeating patterns that accompany music (ostinato) can be sung, played, or spoken</li> <li>accompaniments based on a five-note scale (pentatonic) add harmony and texture to music</li> <li>two-note repeated patterns on do and sol (bordun) can be used as an accompaniment for pentatonic songs</li> <li>accompaniments where do and sol are played simultaneously (chordal bordun) can be used to accompany pentatonic songs</li> </ul> | <ul style="list-style-type: none"> <li>new rhythm patterns can be added to repertoire</li> <li>the beats in music can be strong or weak</li> <li>beats can be emphasized (accent)</li> <li>bar lines, double bar lines, repeat signs, measures, and time signatures are organizational components</li> <li>high, middle, and low sounds can be labelled with the names do, re, mi, sol, and la (pitch)</li> <li>melodic and rhythmic patterns can create phrases</li> <li>a short section of music (introduction) can be played at the beginning of a piece</li> <li>a short section of music can be played at the end of a piece (coda)</li> <li>music may change gradually from soft to loud (crescendo) or loud to soft (decrescendo)</li> <li>music can be very loud (fortissimo) or very soft (pianissimo)</li> <li>the simultaneous sounding of two or more notes creates harmony</li> <li>accompaniments can be played by alternating do and sol (broken bordun)</li> </ul> | <ul style="list-style-type: none"> <li>rhythms increase in complexity</li> <li>time signatures help us understand how beats are grouped</li> <li>beat and divisions of the beat can be demonstrated in a variety of ways</li> <li>home tone or tonic establishes the musical key</li> <li>high, middle, and low sounds and can be identified as low sol, low la, do, re, mi, sol, la, and high do (pitches)</li> <li>orchestral instruments can be classified into families: strings, brass, woodwind, and percussion</li> <li>timbre can be produced in a variety of ways</li> <li>larger sections of music (sectional form) are made up of several phrases and can be labelled using upper case letters (AB, ABA)</li> <li>music may change gradually from fast to slow (ritardando) or slow to fast (accelerando)</li> <li>rounds and canons produce harmony and texture</li> <li>accompaniments can be played using do and sol in alternating octaves (level bordun)</li> </ul> | <ul style="list-style-type: none"> <li>rhythms continue to increase in complexity</li> <li>melodies can be based on pentatonic, major, and minor scales</li> <li>mood in music can be influenced by its key and expressive qualities</li> <li>melodies can be labelled and performed in a variety of ways using tonic solfa or musical alphabet (absolute pitch)</li> <li>instrument families of the orchestra can be identified by tonal qualities</li> <li>rondo form has at least three contrasting sections (ABACA)</li> <li>sounds can be described as short and detached (staccato) or smooth (legato)</li> <li>rounds and canons can be performed in two or more parts</li> <li>layers of sound add texture and can change the character of the music</li> <li>accompaniments can be played using a cross-over, repeated pattern: do, sol, high do, sol, do (arpeggiated bordun)</li> <li>first and second endings with repeat signs can be found in music</li> </ul> |

**Arts Education DRAFT Kindergarten to Grade 4 Curriculum**

| <b>Arts Education – MUSIC</b> |  |  |   |   |  |
|-------------------------------|--|--|---|---|--|
|                               | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>  | <b>Grade 3</b>  | <b>Grade 4</b>   |
| <b>Procedural Knowledge</b>   | <ul style="list-style-type: none"> <li>• explore elements of music through a variety of songs, singing games, actions, stories, and recordings</li> <li>• explore long sounds, short sounds, and silences through a variety of music experiences</li> <li>• explore high, middle, and low sounds through a variety of music experiences</li> <li>• identify parts or sections of music that are the same, similar, different, or repeated</li> <li>• identify fast and slow and loud and soft in music</li> <li>• compare and contrast tonal characteristics of vocal, instrumental, and environmental sounds</li> <li>• explore a variety of music through singing, playing instruments, moving, and listening experiences</li> </ul> | <ul style="list-style-type: none"> <li>• explore sounds and silences in music</li> <li>• verbalize rhythms using rhythmic syllables</li> <li>• notate rhythms containing quarter notes, eighth notes, and quarter rests</li> <li>• perform and notate melodies containing sol, mi, and la</li> <li>• label phrases in music through movement, pictures, and lower case letters</li> <li>• describe fast and slow and loud and soft using the language of music</li> <li>• classify sounds according to tone colour</li> <li>• add sounds to various texts to create interest</li> <li>• add simple ostinato and bordun to music</li> </ul> | <ul style="list-style-type: none"> <li>• perform new rhythms, including half note, dotted half note, and half rest</li> <li>• perform music in 2/4 and 4/4 time signatures</li> <li>• perform accents in music</li> <li>• respond to organizational components in music</li> <li>• perform melodies containing do, re, mi, sol, and la</li> <li>• respond to musical phrases in a variety of ways</li> <li>• identify introductions and codas in music</li> <li>• apply the language of music to describe musical expression</li> <li>• perform broken bordun as accompaniment</li> </ul> | <ul style="list-style-type: none"> <li>• perform new rhythms, including sixteenth notes and eighth and sixteenth note combinations</li> <li>• perform music in 3/4 time signatures</li> <li>• identify home tone or tonic in music</li> <li>• perform known melodic patterns with the addition of low sol and low la</li> <li>• classify orchestral instruments according to families and playing techniques</li> <li>• label large sections of music with upper case letters</li> <li>• apply the language of music to describe music that changes gradually from fast to slow (ritardando) and slow to fast (accelerando)</li> <li>• perform simple rounds and canons</li> <li>• perform level bordun as accompaniment</li> </ul> | <ul style="list-style-type: none"> <li>• perform new rhythms, including whole note, whole rest, eighth rest, and syncopation</li> <li>• identify pentatonic, major, and minor scales</li> <li>• describe mood in music</li> <li>• perform melodic phrases using tonic solfa or the musical alphabet (absolute pitch)</li> <li>• identify tonal qualities of instrument families</li> <li>• perform rondo form in a variety of ways</li> <li>• perform more complex rounds and canons</li> <li>• perform music with more complex texture</li> <li>• perform arpeggiated/cross-over bordun as accompaniment</li> </ul> |
| <b>Competencies</b>           | <ul style="list-style-type: none"> <li>• Managing Information</li> <li>• Creativity and Innovation</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Managing Information</li> <li>• Communication</li> </ul>  | <ul style="list-style-type: none"> <li>• Managing Information</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Managing Information</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Managing Information</li> <li>• Communication</li> </ul>  |
| <b>Literacy</b>               | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Modes and Media</li> </ul>  | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Intent</li> <li>• Modes and Media</li> </ul>   | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Conventions</li> <li>• Clarity</li> <li>• Modes and Media</li> </ul>   | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Modes and Media</li> </ul>  | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Clarity</li> <li>• Modes and Media</li> </ul>   |
| <b>Numeracy</b>               | <ul style="list-style-type: none"> <li>• Patterns and Relationships</li> <li>• Spatial Visualization</li> <li>• Management of Space</li> <li>• Measurement</li> </ul>  | <ul style="list-style-type: none"> <li>• Using Numbers</li> <li>• Patterns and Relationships</li> <li>• Organization of Data</li> <li>• Time</li> <li>• Interpretation and Representation of Quantitative Information</li> <li>• Communication</li> </ul>  | <ul style="list-style-type: none"> <li>• Using Numbers</li> <li>• Patterns and Relationships</li> <li>• Time</li> <li>• Interpretation and Representation of Quantitative Information</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Using Numbers</li> <li>• Patterns and Relationships</li> <li>• Organization of Data</li> <li>• Time</li> <li>• Interpretation and Representation of Quantitative Information</li> </ul>  | <ul style="list-style-type: none"> <li>• Patterns and Relations</li> <li>• Interpretation and Representation of Quantitative Information</li> </ul>  |