



The ARTS (Visual Arts, Music, Drama, Dance)

LEARNING EXPECTATIONS

Overview: The Arts

Arts are integral to the IB Primary Years Programme (PYP). The arts are identified as visual arts, music, drama, and dance. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. The PYP recognizes that not all learning can be supported solely through language, and that arts as a medium of inquiry also provide opportunities for learning, communication and expression. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions.

Each of the arts is a significant discipline in its own right, but the Transdisciplinary nature of arts gives them relevance throughout the curriculum. Arts promote attitudes such as empathy and appreciation, and skills such as analysis, that help us to see the uniqueness of each person as well as explore the commonalities that connect us. Work in arts is a way of conveying meaning, sharing a culture, developing one’s sense of self, and expanding knowledge. It provides opportunity to reflect on aesthetic experience, to engage the imagination and explore what is uncertain. Through engaging with and creating artworks, learners are encouraged to reconsider familiar concepts and think about issues of culture and identity. By responding to the work of other artists, they are invited to situate their own creativity within a broader context.

In this document, two common strands have been identified that apply across the different art forms and define the critical artistic processes. These intrinsically connected strands are concept-driven and have been designed to interact with each other, working together to support the overall development of the students.

The Arts Strands	
1. RESPONDING	<p><i>The process of responding provides students with opportunities to respond to their own and other artists’ works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialized language. Students consider their own and other artists’ works in context and from different perspectives in order to construct meaning and inform their own future works and processes.</i></p> <p><i>The responding strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one’s own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.</i></p>
2. CREATING	<p><i>The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.</i></p>

Visual Arts Overview

The term “visual arts” is used to describe practices that have been more traditionally described in education as “art, craft and design”. Students are exposed to a broad range of experiences that illustrate the field of visual arts such as architecture, bookmaking, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, jewelry, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork. Students will begin to appreciate the depth and breadth of the field by experiencing visual arts created by diverse artists—locally and globally, now and in the past, by women and men, and by people of different backgrounds. The use of a sketchbook provides a space for students to take ownership of their learning, to creatively explore personal interests and to develop their own style.

ICT can be used in the visual arts classroom as a tool to enhance the creative experience. Photo and film editing, animation, web design, drawing, computer-aided design, audio and word processing programs can be used as tools to engage students with the conceptual understandings detailed in the continuums.

Music Overview

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way. Musical experiences and learning begin with the voice. Students are given opportunities to discover a broad range of music experiences including classifying and analyzing sounds, composing, exploring body music, harmonizing, listening, playing instruments, singing, notation, reading music, songwriting and recording. In creating, students use their imagination and musical experiences to organize sounds—natural and technological—into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures. Individually and collaboratively, students should have the opportunity to create and respond to music ideas.

By exposing students to a wide and varied repertoire of musical styles, they can begin to construct an understanding of their environment, their surroundings and structures, and begin to develop personal connections with them. Information and communication technology (ICT) can influence and enhance learning in music by allowing students to create, compose and record their work as well as listen to, observe and share music through the use of CDs and music files.

Drama Overview

Drama explores how we express ourselves physically and vocally. In creating, students explore the use of facial expressions, gestures, movement, posture and vocal techniques to convey emotional or cultural meaning to both characters and stories. It is Students are exposed to a variety of dramatic forms including creative movement, impersonation, improvisation, mask work, mime, musical, role play, pantomime, puppetry, re-enactment, scripted drama, and skit. In responding, students should experience a wide variety of scripts and stories from different times, cultures and places and, where possible, access live theatre performances and presentations. Students have opportunities to present their creative work to an audience, to witness their peers in performance and through this become critically aware audience members.

Through carefully planned exercises students creatively explore personal interests and begin to develop their own style. Journal work (whether scrapbook-style or written) illustrating storylines, scriptwriting, set designs and costume choices are used as indicators of students’ dramatic development and can provide an informative record of their personal creative journey.

ICT can be used in drama settings as a tool to enhance the creative experience. Word processing, scriptwriting and storyboarding programs can help the student to develop scenes and write plays. Students can also mix sound effects and music on audio programs to create soundtracks for performances. Dramatic work may be filmed and uploaded to a computer to be edited using video-editing software.

Dance Overview

Dance is an integral part of many cultures. Dance plays an important role in society as it brings people and communities together. As an art form, dance explores how we express ourselves through movement. To understand and respond to dance, students learn how dance is used in cultural, ritual and social contexts. Students have opportunities to view a wide variety of dance from various sources, such as live performance, peer choreography, guest dance artists, and recordings. Dance as an art form has evolved considerably over the past century. Exploring dance in a historical and cultural context and a variety of genres enriches the student's experience in creating and responding to dance.

Creating dance involves inquiring into the rhythm of music, the natural rhythms of our bodies and the environment around us. Students will have the opportunity to discover their own motivations and influences to inspire their movements. Through ensemble work, students can develop their ability to cooperate with others.

Dance uses the body as the medium of expression. Students develop confidence in their personal physicality through body awareness, balance, coordination, flexibility and strength. The physical nature of dance creates a strong link with the strands in the PYP Personal, social and physical education scope learning expectations.

Teachers offer students experiences that may provoke and inspire them through exposing them to dance performance. Dance is woven throughout the curriculum as a visual language and kinesthetic medium for students.

ICT can be used to document the process of creating dance as well as to enhance the performance. Using a variety of tools, students can create their own music or generate and record sounds and words.

The Arts Expectations: ELC (3-5 year olds)

1. RESPONDING

- Learners show an understanding that the different forms of arts are forms of expression to be enjoyed.
- They know that dance, drama, music and visual arts use symbols and representations to convey meaning.
- They have a concept of being an audience of different art forms and display awareness of sharing art with others.
- They are able to interpret and respond to different art forms, including their own work and that of others.

Conceptual Understandings	Visual Arts Learning Outcomes	Music Learning Outcomes	Drama Learning Outcomes	Dance Learning Outcomes
<p>1. We enjoy and experience different forms of arts.</p> <p>2. The art is a means of communication and expression.</p> <p>3. People make meaning through the use of symbols.</p> <p>4. People share art with others.</p> <p>5. We express our responses to artwork in a variety of ways.</p> <p>6. We reflect on our artwork and the work of others.</p>	<p><i>a. enjoy experiencing artworks</i></p> <p><i>b. show curiosity and ask questions about artworks</i></p> <p><i>c. describe what they notice about an artwork</i></p> <p><i>d. identify the materials and processes used in the creation of an artwork</i></p> <p><i>e. analyze the relationships within an artwork and construct meanings</i></p> <p><i>f. communicate their initial responses to an artwork in visual, oral or physical modes</i></p> <p><i>g. make personal connections to artworks</i></p> <p><i>h. express opinions about an artwork</i></p> <p><i>i. create artwork in response to variety of stimuli.</i></p>	<p><i>a. use voice to imitate sounds and learn songs</i></p> <p><i>b. bring music from home to share</i></p> <p><i>c. describe the differences in music</i></p> <p><i>d. move their bodies to express the mood of the music</i></p> <p><i>e. describe how music makes them feel</i></p> <p><i>f. distinguish the sounds of different instruments in music</i></p> <p><i>g. listen to music and create their own work in response</i></p> <p><i>h. express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)</i></p> <p><i>i. explore body and unturned percussion instrument sounds</i></p> <p><i>j. recognize different sources of music in daily life</i></p> <p><i>k. recognize that sound can be notated in a variety of ways.</i></p>	<p><i>a. respond to live performances, stories and plays from other times and/or places</i></p> <p><i>b. talk about ideas and feelings in response to dramatic performances</i></p> <p><i>c. display audience etiquette and appropriate responses</i></p> <p><i>d. realize that dramatic conventions are used to craft performance</i></p> <p><i>e. use materials to symbolically show location and character</i></p> <p><i>f. respond to dramatic ideas through spoken, visual, auditory and kinesthetic mediums</i></p>	<p><i>a. show curiosity about live and recorded dance performances</i></p> <p><i>b. describe the ideas and feelings communicated through body movements</i></p> <p><i>c. identify and explain why certain body postures and movements communicate certain ideas and feelings</i></p> <p><i>d. display audience etiquette and appropriate responses such as watching, listening and responding to favorite parts of the performance</i></p> <p><i>e. respond to dance through spoken, written, visual and/or kinesthetic mediums.</i></p>

The Arts Expectations: ELC (3-5 year olds)

2. CREATING

- Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts.
- They know that creating in arts can be done on their own or with others.
- They are aware that inspiration to create in arts comes from their own experiences and imagination.
- They recognize that they use symbols and representations to convey meaning in their work.

Conceptual Understandings	Visual Arts Learning Outcomes	Music Learning Outcomes	Drama Learning Outcomes	Dance Learning Outcomes
<p>1. We can enjoy and learn from creating art.</p> <p>2. The creative process involves joining in, exploring and taking risks.</p> <p>3. In creating art, people make choices to construct meaning about the world around them.</p> <p>4. We can express ourselves through arts.</p> <p>5. Our experiences and imagination can inspire us to create.</p>	<p><i>a. engage with, and enjoy a variety of visual arts experiences</i></p> <p><i>b. select tools, materials and processes for specific purposes</i></p> <p><i>c. combine different formal elements to create a specific effect</i></p> <p><i>d. realize that their artwork has meaning</i></p> <p><i>e. use their imagination and experiences to inform their art making</i></p> <p><i>f. create artwork in response to a range of stimuli</i></p> <p><i>g. take responsibility for the care of tools and materials</i></p> <p><i>h. take responsibility for their own and others' safety in the working environment</i></p> <p><i>i. participate in individual and collaborative creative experiences</i></p>	<p><i>a. use vocal sounds, rhythms and instruments to express feelings or ideas</i></p> <p><i>b. create and accompany music using a variety of sounds and instruments</i></p> <p><i>c. play untuned percussion instruments in time with a beat</i></p> <p><i>d. use the voice and body to create musical patterns</i></p> <p><i>e. explore sound as a means of expressing imaginative ideas</i></p> <p><i>f. recreate sounds from familiar experiences</i></p> <p><i>g. participate in performing and creating music both individually and collectively</i></p> <p><i>h. record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)</i></p> <p><i>i. create their own basic musical instruments.</i></p>	<p><i>a. engage in imaginative play using a range of stimuli</i></p> <p><i>b. develop the ability to cooperate and communicate with others in creating drama</i></p> <p><i>c. explore basic bodily movements and the use of space</i></p> <p><i>d. explore familiar roles, themes and stories dramatically</i></p> <p><i>e. create roles in response to props, set and costumes</i></p> <p><i>f. work individually or in groups with confidence.</i></p>	<p><i>a. respond to word, rhythm and/or music through movements</i></p> <p><i>b. communicate and express feelings through body movements</i></p> <p><i>c. explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation</i></p> <p><i>d. move freely through the space to show levels of low, medium and high and change of direction</i></p> <p><i>e. use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costumes</i></p> <p><i>f. develop physical awareness in using isolated body movements and gross motor skills</i></p> <p><i>g. explore different types of movements such as travelling, jumping and turning</i></p> <p><i>h. develop the ability to cooperate and communicate with others in creating dance</i></p> <p><i>i. work individually or in groups with trust and confidence.</i></p>

The Arts Expectations: Grades 1-2

1. RESPONDING

- Learners show an understanding that ideas, feelings and experiences can be communicated through arts.
- They recognize that their own art practices and artwork may be different from others.
- They are beginning to reflect on and learn from their own stages of creating arts.
- They are aware that artworks may be created with a specific audience in mind.

Conceptual Understandings	Visual Arts Learning Outcomes	Music Learning Outcomes	Drama Learning Outcomes	Dance Learning Outcomes
<p>1. We are receptive to art practices and artworks from different cultures, places and times (including our own).</p> <p>2. People communicate ideas, feelings and experiences through the arts.</p> <p>3. We can reflect on and learn from the different stages of creating.</p> <p>4. There is a relationship between the artist and the audience.</p>	<p><i>a. investigate the purposes of artwork from different times, places and a range of cultures including their own</i></p> <p><i>b. sharpen their powers of observation</i></p> <p><i>c. identify the formal elements of an artwork</i></p> <p><i>d. use appropriate terminology to discuss artwork</i></p> <p><i>e. describe similarities and differences between artworks</i></p> <p><i>f. identify the stages of their own and others' creative processes</i></p> <p><i>g. become an engaged and responsive audience for a variety of art forms.</i></p>	<p><i>a. sing individually and in unison</i></p> <p><i>b. recognize music from a basic range of cultures and styles</i></p> <p><i>c. express their responses to music from different cultures and styles</i></p> <p><i>d. create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)</i></p> <p><i>e. explore individually or collectively a musical response to a narrated story</i></p> <p><i>f. reflect on and communicate their reactions to music using musical vocabulary</i></p> <p><i>g. record and share the stages of the process of creating a composition</i></p> <p><i>h. share performances with each other and give constructive criticism</i></p>	<p><i>a. compare varied styles of performance with drama from their own culture</i></p> <p><i>b. use drama performance to tell stories about people and events from various cultures, including their own</i></p> <p><i>c. discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance</i></p> <p><i>d. describe and evaluate the learning and understandings developed through their exploration of drama</i></p> <p><i>e. describe the dynamic connection between the audience and performer.</i></p>	<p><i>a. compare a variety of dance genres over time to the contemporary dance form of their culture</i></p> <p><i>b. recognize the theme of a dance and communicate their personal interpretation</i></p> <p><i>c. identify dance components such as rhythm and use of space in their own and others' dance creations</i></p> <p><i>d. describe and evaluate the learnings and understandings developed through their exploration of dance</i></p> <p><i>e. realize that there is a dynamic connection between the audience and performer.</i></p>

The Arts Expectations: Grades 1-2

2. CREATING

- Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences.
- They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others.
- They are aware that their work can provoke different responses from others.
- They understand the value of working individually and collaboratively when creating different art forms.

Conceptual Understandings	Visual Arts Learning Outcomes	Music Learning Outcomes	Drama Learning Outcomes	Dance Learning Outcomes
<p>1. We can communicate our ideas, feelings and experiences through our artwork.</p> <p>2. We solve problems during the creative process by thinking critically and imaginatively.</p> <p>3. Applying a range of strategies helps us to express ourselves.</p> <p>4. We are receptive to the value of working individually and collaboratively to create art.</p>	<p><i>a. identify, plan and make specific choices of materials, tools and processes</i></p> <p><i>b. sharpen their powers of observation</i></p> <p><i>c. demonstrate control of tools, materials and processes</i></p> <p><i>d. make predictions, experiment, and anticipate possible outcomes</i></p> <p><i>e. combine a variety of formal elements to communicate ideas, feelings and/or experiences</i></p> <p><i>f. identify the stages of their own and others' creative processes</i></p> <p><i>g. consider their audience when creating artwork</i></p>	<p><i>a. explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings</i></p> <p><i>b. express one or more moods/feelings in a musical composition</i></p> <p><i>c. create music to represent different cultures and styles</i></p> <p><i>d. create a soundscape based on personal experiences</i></p> <p><i>e. collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)</i></p> <p><i>f. read, write and perform simple musical patterns and phrases</i></p> <p><i>g. create music for different purposes</i></p>	<p><i>a. share drama with different audiences by participating, listening and watching</i></p> <p><i>b. identify with characters through role-play development</i></p> <p><i>c. use performance as a problem-solving tool</i></p> <p><i>d. work cooperatively towards a common goal, taking an active part in a creative experience</i></p> <p><i>e. make use of simple performance conventions to share ideas</i></p> <p><i>f. consider and maintain appropriate behaviours in drama, as an audience member or as a performer</i></p> <p><i>g. value and develop imaginary roles or situations.</i></p>	<p><i>a. create movement to various tempos</i></p> <p><i>b. interpret and communicate feeling, experience and narrative through dance</i></p> <p><i>c. design a dance phrase with a beginning, middle and ending</i></p> <p><i>d. create movement that explores dimensions of direction, level and shape</i></p> <p><i>e. develop physical balance and coordination</i></p> <p><i>f. share dance with different audiences by participating, listening and watching</i></p> <p><i>g. work cooperatively towards a common goal, taking an active part in a creative experience</i></p> <p><i>h. consider and maintain appropriate behaviors in dance, as an audience member or as a performer, by listening, watching and showing appreciation.</i></p>

The Arts Expectations: Grades 3-4

1. RESPONDING

- Learners show an understanding that issues, beliefs and values can be explored in arts.
- They demonstrate an understanding that there are similarities and differences between different cultures, places and times.
- They analyze their own work and identify areas to revise to improve its quality.
- They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Conceptual Understandings	Visual Arts Learning Outcomes	Music Learning Outcomes	Drama Learning Outcomes	Dance Learning Outcomes
<p>1. When experiencing arts, we make connections between different cultures, places and times.</p> <p>2. People explore issues, beliefs and values through arts.</p> <p>3. There are different kinds of audiences responding to different arts.</p> <p>4. We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</p>	<p><i>a. compare, contrast and categorize artworks from a range of cultures, places and times</i></p> <p><i>b. identify and consider the contexts in which artworks were made</i></p> <p><i>c. use their knowledge and experiences to make informed interpretations of artworks</i></p> <p><i>d. reflect on their own and others' creative processes to inform their thinking</i></p> <p><i>e. use relevant and insightful questions to extend their understanding</i></p> <p><i>f. recognize that different audiences respond in different ways to artworks</i></p> <p><i>g. provide constructive criticism when responding to artwork</i></p>	<p><i>a. sing with accuracy and control focusing awareness on the musical elements</i></p> <p><i>b. sing partner songs</i></p> <p><i>c. discuss music that relates to social issues and/or values</i></p> <p><i>d. compare aspects of music from different times and places</i></p> <p><i>e. create and perform a movement sequence accompanied by music that they have created</i></p> <p><i>f. share and compare their experiences as audience members at various performances</i></p> <p><i>g. describe the process used to create their own music and compare it with others, in order to improve their compositions</i></p> <p><i>h. analyze different compositions describing how the musical elements enhance the message</i></p> <p><i>i. reflect upon how their music expresses their personal voice and the impact it has on others.</i></p>	<p><i>a. discuss aspects of drama that illustrate relationships between culture, history and location</i></p> <p><i>b. explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community</i></p> <p><i>c. consider the composition of an audience when preparing an effective formal and/or informal presentation</i></p> <p><i>d. reflect on achievement and challenges and how they can incorporate these influences in future work</i></p> <p><i>e. recognize and discuss how the consequences and actions of a performance teach audience members and performers life lessons</i></p>	<p><i>a. recognize that dance plays an innovative role in communicating ideas within cultures and societies</i></p> <p><i>b. reflect on their personal and family history and make connections with cultural and historical dance forms</i></p> <p><i>c. consider the composition of an audience when preparing an effective formal and/or informal presentation</i></p> <p><i>d. reflect on artistic processes in dance achievements and how to incorporate new ideas into future work</i></p> <p><i>e. recognize how dance can be used to express and understand our inner thoughts and our understanding of the world around us</i></p>

The Arts Expectations: Grades 3-4

2. CREATING

- Learners show that, as artists, they can influence thinking and behavior through the arts they create.
- They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work.
- They show an understanding of the relationships between their work and that of others.

Conceptual Understandings	Visual Arts Learning Outcomes	Music Learning Outcomes	Drama Learning Outcomes	Dance Learning Outcomes
<p>1. Arts have the power to influence thinking and behavior.</p> <p>2. We make connections between our artwork and that of others to extend our thinking.</p> <p>3. We can explore our personal interests, beliefs and values through arts</p>	<p>a. show awareness of the affective power of visual arts</p> <p>b. make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures</p> <p>c. create artwork for a specific audience</p> <p>d. use a personal interest, belief or value as the starting point to create a piece of artwork</p> <p>e. use a range of strategies to solve problems during the creative process</p>	<p>a. create a musical composition expressing their own ideas and feelings on a social issue</p> <p>b. deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends)</p> <p>c. create and perform a movement sequence using known musical elements</p> <p>d. improvise upon a basic pattern to reinforce the importance of the individual within the group</p> <p>e. create and record a composition focusing on form, structure and style to give more meaning to their message</p> <p>f. express themselves as individuals through musical composition</p> <p>g. read and write music using non-traditional notation</p>	<p>a. create a devised or scripted performance for a particular audience or purpose</p> <p>b. make artistic choices about role, situation and context</p> <p>c. identify how cultural connections can be made with different types of drama</p> <p>d. identify and develop the personal and related skills encountered through the drama experience</p> <p>e. find appropriate ways to communicate specific meaning using dramatic action</p> <p>f. express their unique values, beliefs and interests through a dramatic form</p> <p>g. interpret written dialogues or scenarios</p>	<p>a. explore various sources of musical and natural rhythms such as beat, breath, emotional and environmental rhythms</p> <p>b. investigate and perform a cultural or historical dance form with an understanding of the function of the dance form as artistic, ritual or social</p> <p>c. perform increasingly more difficult sequences with control</p> <p>d. create movement to show contrast in designs such as symmetry/asymmetry and opposition/succession</p> <p>e. develop physical flexibility and strength</p> <p>f. experience varying groupings when performing dance, including ensemble performance</p> <p>g. express their unique values, beliefs and interests through a dance form</p> <p>h. interpret and replicate a variety of dance styles and genres</p>

The Arts Expectations: Grade 5

1. RESPONDING

- Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts.
- They can analyze different art forms and identify common or recurring themes or issues.
- They recognize that there are many ways to enjoy and interpret arts.
- They accept feedback from others.

Conceptual Understandings	Visual Arts Learning Outcomes	Music Learning Outcomes	Drama Learning Outcomes	Dance Learning Outcomes
<p>1. Through exploring arts across cultures, places and times we can appreciate that people innovate.</p> <p>2. People communicate across cultures, places and times through arts.</p> <p>3. The arts provide us with multiple perspectives.</p> <p>4. We reflect and act on the responses to our creative work.</p>	<p><i>a. explain the cultural and historical perspectives of an artwork</i></p> <p><i>b. understand the role and relevance of visual arts in society</i></p> <p><i>c. reflect on the factors that influence personal reactions to artwork</i></p> <p><i>d. reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities</i></p> <p><i>e. critique and make informed judgments about artworks</i></p>	<p><i>a. sing individually and in harmony</i></p> <p><i>b. explain the role and relevance of music in their own culture, its uses and associations through place and time</i></p> <p><i>c. interpret and explain the cultural and/or historical perspectives of a musical composition</i></p> <p><i>d. modify their practices and/or compositions based on the audiences' responses</i></p> <p><i>e. explore different artistic presentations that are/were innovative and their implications.</i></p>	<p><i>a. describe how drama plays an innovative role in communicating ideas within cultures and societies</i></p> <p><i>b. understand the role and relevance of drama in their own society through exposure to a variety of performers and their perspectives</i></p> <p><i>c. reflect on a variety of dramatic forms to identify new understandings within the arts</i></p> <p><i>d. recognize and explore some of the different roles in theatre</i></p> <p><i>e. use responses to drama to adapt and improve work, considering the original intention</i></p>	<p><i>a. investigate a cultural or historical dance form and identify how it communicates artistic, ritual or social issues, beliefs or values</i></p> <p><i>b. recognize the role and relevance of dance in their own society through exposure to a variety of performers and their perspectives</i></p> <p><i>c. analyze how the meanings of movements can change in various cultural and historical contexts</i></p> <p><i>d. analyze and integrate the reflections of others into the creative process when evaluating and improving</i></p>

The Arts Expectations: Grade 5

2. CREATING

- Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways.
- They explore different media and begin to innovate in arts.
- They consider the feedback from others in improving their work.
- They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

Conceptual Understandings	Visual Arts Learning Outcomes	Music Learning Outcomes	Drama Learning Outcomes	Dance Learning Outcomes
<p>1. We act on the responses to our artwork to inform and challenge our artistic development.</p> <p>2. We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p> <p>3. Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p>	<p>a. become increasingly independent in the realization of the creative process</p> <p>b. adjust and refine their creative process in response to constructive criticism</p> <p>c. identify factors to be considered when displaying an artwork</p> <p>d. utilize a broad range of ways to make meaning</p> <p>e. select, research and develop an idea or theme for an artwork</p> <p>f. develop an awareness of their personal preferences</p>	<p>a. create music that will be continually refined after being shared with others</p> <p>b. present, in small groups, innovative musical performances on a selected issue</p> <p>c. incorporate the other arts and available resources in order to broaden their creative expression</p> <p>d. read and write music in traditional and/or non-traditional notation</p>	<p>a. manipulate a variety of different drama strategies and techniques to create informed scripts, characterizations and contexts</p> <p>b. work to develop each other's ideas during the creative process</p> <p>c. create and perform a sequential drama that explores a particular issue by experimenting with different dramatic forms</p> <p>d. consider the skills and techniques used by a range of drama practitioners in the performing arts</p> <p>e. show an awareness of audience and adapt performances accordingly</p> <p>f. consider the advice and feedback of others as an essential part of the creative process</p> <p>g. explore writing for performance</p>	<p>a. improvise to create various movements for specific purposes</p> <p>b. choreograph movement to music, word and sound</p> <p>c. choreograph performance to express and communicate an idea, feeling, experience, relationship or narrative.</p> <p>d. create and perform in a variety of dance genres and cultural dance types</p> <p>e. show physical confidence in the use of their bodies</p> <p>f. work to develop each other's ideas during the creative process</p> <p>g. analyze and integrate the reflections of others into the creative process when evaluating and improving</p>