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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CH 8.1 Research and share insights about arts expressions that incorporate social commentary.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to research the work of visual and performing artists who address social issues | I am able to research the work of an artist. | I am able to research artists independently and share my research with others using technology | I am able to research different arts expressions and analyze and compare the work of different artists who use the arts as a vehicle for social change |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Research independently, using the Internet and other sources, the work of visual and performing artists who address social issues.**
* **Present research findings, using technology where appropriate, on Canadian visual and performing artists whose work includes social commentary.**
* Analyze and comment on the effectiveness of using the arts as a vehicle for social change.

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=3.1)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CH 8.2 Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to research First Nations, Metis and Inuit artists | I am able to research First Nations, Metis and Inuit artists and identify social issues that influence their work | I am able explore and comment on social issues that are present in the work of First Nations, Metis and Inuit artists. | I can investigate the work of artists in relationship to historical events. I can independently create a plan to share my research with people outside of my class |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Research First Nations, Métis, and Inuit artists who use their art work to explore and comment on social issues.**
* **Identify social factors that influence First Nations, Métis, and Inuit artists, their work, and careers.**
* Investigate the work of artists that reflects a concern with historical events including Treaties and the impacts of colonization such as residential schools, racism, and marginalization.
* Create a plan to share the research findings with younger and older students and community members where possible.

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=3.2)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CH 8.3 Demonstrate understanding of how contemporary artists use and incorporate new technology into their work.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to describe different technologies that could be used in contemporary arts | I can describe different technologies that could be used in contemporary arts | I am able to use inquiry to initiate research into artists who use technology and incorporate technology into their work | I can compare, analyze and evaluate the use of technology in contemporary art |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Ask questions to initiate and develop inquiry into artists who use technology and incorporate technology into their work.**
* **Describe the role of new technology in the creation and marketing of contemporary arts**

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=3.3)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CH 8.4 Examine and respond to the work of artists who incorporate more than one art form in their work (e.g., combining poetry and music).** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need help identifying two or more art disciplines in a work. | I can identify the art forms in examples of interdisciplinary work. | I can collaborate with others to create work with two or more art disciplines combined. | I can collaborate on interdisciplinary work and make deep connections to social issues. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Examine and discuss various interdisciplinary arts expressions (i.e., using two or more disciplines in the work).**
* **Collaborate with others to create interdisciplinary work that addresses issues of social justice and/or other topics of interest to youth (e.g., relationships, body image, racism, sustainability).**

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=3.3)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CR 8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to respond to arts expressions. | I can describe arts expressions of personal interest. | I am able to to interpret and analyze arts expressions of personal interest. | I show ability to analyze interdisciplinary arts expressions and can create my own work in response to a professional arts expression. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Describe, analyze, and interpret arts expressions of personal interest.**
* Analyze and discuss how dance, drama, music, visual and interdisciplinary arts are expressions of individual or collective perspectives.
* **Respond to arts expressions using one or more approaches such as those described in online curriculum support materials entitled “Responding to Arts Expressions”.**
* Create own work in response to a professional arts expression, and describe how own work is inspired or influenced by the original work.

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=2.1)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CR 8.2 Investigate and identify ways that today’s arts expressions often reflect concern for social issues.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to respond to artists who create art for social commentary | I can describe the work of artists who create art for social commentary. | I am able to analyze and interpret the work of a variety of artists who create art for social commentary. | I show the ability to analyze how art can be reflective of different social contexts. I use inquiry to learn more about social justice in the arts |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* Reflect on and analyze the intentions, development, and interpretations of own and peers’ arts expressions in relation to social contexts.
* Conduct inquiry into social justice and diversity issues in the arts including stereotyping and bias.
* Describe, analyze, and interpret the work (dance, drama, music, visual, film) of a variety of artists whose work incorporates social commentary.

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=2.2)

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| **Subject: Arts Education – Dance, Drama, Music and Visual Art**  **Outcome CR 8.3 Investigate and identify how arts expressions can reflect diverse worldviews.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to describe world view. | I can discuss and describe the meaning of world view and its relationship to art. | I am able to examine how arts expressions reflect global change and discuss differing cultural perspectives. | I show ability to study diverse cultural perspectives and compare how they influence arts expressions. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Discuss and describe the meaning of worldview.**
* **Describe how diverse worldviews may be represented in the arts.**
* **Examine global change and its influence on today’s arts expressions.**
* **Examine, discuss, and participate in cultural/historical studies from diverse cultural perspectives.**

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=2.3)

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| **Subject: Arts Education – Dance**  **Outcome CP 8.1 Create dance compositions that express ideas and student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs).** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to create dance expressions that express ideas | I can help to create dance expressions that express ideas | I am able to use inquiry to create dance expressions that express ideas and student perspectives on social issues | I show that I am able to investigate differing ideas and directions and that I can be reflective and critical of how elements and principles are used in a dance piece |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Use inquiry in dance to express student perspectives on social issues**
* Generate key questions to guide inquiry in dance.
* Summarize and focus knowledge of topic to determine information needs.
* Generate additional relevant questions for deeper exploration.
* Use the Internet and other relevant sources to research and gather ideas for dance-making.
* Adjust inquiry and research strategies to accommodate changing perspectives.
* Use the dance-making process to explore the central questions and ideas.
* Expand on dance and movement ideas in reflective records such as journals, blogs, and video or audio recordings.
* Keep a record of dance phrases using invented and/or traditional notation symbols, and video where possible, to explore, record, and reconstruct movements.
* Reflect, analyze, and make connections between the original topic or inquiry question and subsequent dance explorations.
* Investigate how a single idea can be developed in many ways and directions.
* Reflect on how movement, dance elements, and principles of composition can be organized to convey meaning in dance.
* **Contribute to the creation of a plan to document the inquiry and creative process.**

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=1.1)

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| **Subject: Arts Education – Dance**  **Outcome CP 8.2 Investigate and use choreographic forms (e.g., theme and variations, canon).** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to try choreographic forms in dance | I am able to sequence and develop movements to express ideas | I am able to dance individually or with others to show my knowledge of choreographic forms | I show innovative ideas about ways to move, and can investivate the use of elements and principles of dance |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* Collaborate on the creation of a concept web of dance elements and possible movements related to an inquiry question.
* Use the concept web as a guide for movement exploration and improvisation.
* **Order the movements (sequence) into various forms.**
* Use body and actions in innovative ways to develop sequences and ideas.
* Investigate expressive ways of using dynamics, rhythm, spatial design, focus, relationships, transitions, and contrast.
* **Sequence and develop movements to express and communicate ideas.**
* **Perform self-created and collaboratively-created sequences of movements with smooth transitions (see grade 8 physical education curriculum outcome 8.9) during warm-ups and dance compositions.**

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=1.2)

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| **Subject: Arts Education – Dance**  **Outcome CP 8.3 Choreograph one section of group choreography*.*** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to choreograph dance. | I am able to work with others to choreograph sections of dance. | I am able to use my imagination and ideas when I choreograph dance and can collaborate with others. | I show that I am a leader, and can encourage peers to extend their skills. I am able to refine and develop choreography in new ways. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Demonstrate leadership and collaborative skills in the creation of one section of a group choreography.**
* Encourage peers to explore and contribute movement phrases to group choreography.
* Draw on own imagination and ideas, and strengths of other dancers, when choreographing dance section.
* **Contribute to group discussions regarding possible structures or form for the dance.**
* **Improvise and collaborate to refine movements and develop the choreography.**
* Record dance phrases to further explore and reconstruct movements.
* Encourage peers to extend bodies’ range of movement, strength, and balance with attention paid to correct alignment and clarity of action.

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=1.3)

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| **Subject: Arts Education – Drama**  **Outcome CP 8.4 Demonstrate how dramatic characters interact in relationships within the drama and/or collective creation.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to interact in role. | I am able to interact with other characters to create a relationship in drama. | I am able to show confidence in several different roles in drama work and can use the elements of drama to create characters | I can reflect on my own work and the work of others. I demonstrate awareness of how the elements of drama can be manipulated. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* Sustain belief in own roles and in the roles assumed by others for extended periods of time.
* **Demonstrate confidence and curiosity when assuming different kinds of roles in drama work.**
* Describe own roles and specific contributions to the collective drama work.
* **Describe how focus, tension, and contrast function within the drama.**
* Demonstrate awareness of how focus is maintained and shifts during pair, small, and whole group drama work.
* Reflect on sources and functions of tension expressed in relationships among roles or characters portrayed.
* Examine how contrasts among characters function within the drama.

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=1.4)

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| **Subject: Arts Education – Drama**  **Outcome CP 8.5 Investigate how theatrical elements (e.g., story, character, design, space) are combined to achieve dramatic purpose.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to create imaginary places and situations for dramatic work. | I am able to create imaginary places and situations for dramatic work. | I am able to identify and manipulate theatrical elements for own or collaborative drama work. | I show ability to analyze theatrical elements to progress the dramatic work. I can be critical of different effects in my own work and the work of others. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Identify how theatrical elements can be manipulated to achieve a creative purpose and consider how such elements relate to own drama work.**
* Analyze how each character’s actions and the consequences of those actions affect the progression of the drama.
* Consider and analyze how set, costumes, lighting, and sound/ music design can be manipulated to achieve different effects in own work.
* **Demonstrate imagination when creating imaginary places and situations in own drama work.**
* Analyze the use of movement, and the use of space and time in own work.

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=1.5)

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| **Subject: Arts Education – Drama**  **Outcome CP 8.6 Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistancee to express my perspective on social issues in drama. | I am able to share my perspective on social issues in drama. | I am able to use inquiry in drama to investigate topics of importance to students. I am able to use drama strategies to create the work. | I show ability to analyze and explore differing perspectives on social issues. I am able to reflect on the drama and its effectiveness of achieving dramatic purpose. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* Analyze and discuss how drama may be used to explore perspectives on social issues and promote understanding of topics of personal significance.
* **Use inquiry in drama to investigate topics of importance to students:**
* Collaborate with other students to explore compelling questions through drama.
* Brainstorm and negotiate with other students to determine how fictional situations and dramatic episodes might be explored.
* Collaborate on the development and refinement of several drama episodes or collective creation to address the selected issue.
* Recognize how research contributes to the authenticity and significance of the drama work.
* Contribute to the creation of a plan to document the creative process.
* **Demonstrate awareness of how to use language and negotiate the use of drama strategies to achieve dramatic purpose.**
* Analyze and describe the effectiveness of own drama to convey perspectives.

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=1.6)

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| **Subject: Arts Education – Music**  **Outcome CP 8.7 Improvise, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles*.*** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need to assistance to improvise, compose and perform a piece of music | I am able to improvise, compose and create simple pieces around a given structure. | I am able to prepare, rehearse and present individual or group performances of contrasting styles of music | I show ability to evaluate the performances of others and investigate new ideas to incoporate into pieces of music that I have created individually or with a group |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* Examine and apply the technique of vocal improvisation in song and speech.
* **Improvise simple pieces around a given structure.**
* Create and improvise with an instrument paying attention to sound quality and intonation.
* Investigate ways that silence can be used in improvisation and music composition.
* Investigate timbres, textures, and rhythmic and melodic possibilities in improvisation.
* Create composed and improvised melodic and rhythmic ostinati to accompany singing and playing.
* Use the Internet and other sources to research and discuss composers who work in contrasting styles.
* **Prepare, rehearse, present, and evaluate individual and group performances of contrasting styles of music.**

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=3.4)

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| **Subject: Arts Education – Music**  **Outcome CP 8.8 Investigate and make choices about musical structures in sound composition** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to describe elements of music and principles of composition. | I am able to experiment with voice and instruments to explore musical structure and the elements of music. | I am able to demonstrate knowledge and make choices with elements and principles to create form and structure in music. | I can critically examine the connections between the elements of music and principles of composition in my own work and the work of others. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Use inquiry in music to extend understanding of the elements of music and principles of composition:**
  + Pose questions to guide inquiry into how elements of music can be manipulated and structured to create balance and unity.
* Conduct a collaborative inquiry and experiment with voice and instruments to explore inquiry questions about musical structure.
* Collaborate with peers to document the inquiry process.
* Critically examine the connections between the elements of music and principles of composition in own compositions and other music.
* **Demonstrate knowledge of how the elements and principles are used to create form and structure in music.**

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=1.8)

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| **Subject: Arts Education – Music**  **Outcome CP 8.9 Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs).** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to create music | I am able to create music in response to a social issue | I am able to create and perform music from a variety of sources regarding social issues that are of interest to students | I can be critical of the development, and interpretation of my own or others’ music expressions and can make decisions to explore or expand on an idea to achieve more meaning and expression. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* Examine the intentions, development, and interpretations of own and others’ music expressions in relation to social issues.
* **Create and perform own music compositions, improvisations, or song lyrics in response to a social issue of importance to students.**
* Make interpretive decisions, demonstrating understanding of a variety of ways in which music concepts can be applied.
* **Determine appropriate sound sources, forms, and processes for creating music expression.**
* Explore and expand upon a musical idea to achieve more depth of meaning and expression.
* **Generate and develop music ideas from a variety of sources regarding social issues of interest to students.**
* Keep an ongoing record of ideas for own sound/music expressions.
* **Describe how compositions are personal expressions of own sound/music ideas.**
* Extend understanding and use of traditional and non-traditional notational systems in representing sounds/music.

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=1.9)

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| **Subject: Arts Education – Visual Art**  **Outcome CP 8.10 Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to create visual art works that express perspective on a social issue. | I can create visual art works that express my perspective on social issues. | I am able to use inquiry to express perspective on social issues. I am able to use appropriate tools, materials and techniques to express ideas visually. | I show ability to be critical of my own or others work and its effectiveness at expressing a perspective on a social issue. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* Use inquiry in visual art to express student perspectives on social issues:
* Generate key questions to guide inquiry.
* Collaborate with other students to develop a plan to guide inquiry.
* Collaborate with other students to determine how to document the creative process.
* Demonstrate co-ordination and skills for using appropriate tools, materials, and techniques to express ideas visually.

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=1.10)

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| **Subject: Arts Education – Visual Art**  **Outcome CP 8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to use elements and design principles in my art work. | I am experimenting with a variety of different forms, elements and design principles. | I am able to create a variety of art works that show my knowledge of art elements and design principles. | I show ability to analyze how art elements and design principles work together to express ideas in a work of art. |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Select visual art forms to express ideas about social issues.**
* **Create three-dimensional and two-dimensional art works, and use knowledge of art elements and design principles to enhance the work.**
* Investigate the effects of using more or less contrast.
* Examine how visual weight is created through the use of size, colour, contour, contrast, texture, value, position, and so on.
* Analyze and discuss how images and materials work together to express ideas in a work of art.
* Describe how emphasis controls the sequence in which parts or images are noticed, and indicates their relative importance.
* Use symbols and other images to develop and represent ideas.
* Examine how artists use symbols and imagery to communicate meaning, and apply this understanding in own work.

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=1.11)

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| **Subject: Arts Education – Visual Art**  **Outcome CP 8.12 Solve visual art problems using a variety of processes and media.** | | | |
| **Beginning – 1**  **I need help.** | **Approaching – 2**  **I have a basic understanding.** | **Proficiency – 3**  **My work consistently meets expectations.** | **Mastery – 4**  **I have a deeper understanding.** |
| I need assistance to solve visual art problems. | I am exploring and developing an idea to achieve expression and create visual interest. | I am able to take risks in my own art works and can use unfamiliar styles and media. | I show ability to explain my artistic choices, my intention and my art-making process. I can record and reflect on my ideas and progress |

**Indicators** – please select and assess as appropriate to your unit, **bold text** indicates possible key indicators.

* **Explore and expand upon an idea to achieve more depth of meaning and expression.**
* **Generate and develop ideas from a variety of sources that are of interest or personal significance.**
* Keep an ongoing record of ideas and works in progress for own visual art expressions.
* **Take risks by working with innovative ideas, unfamiliar styles, or media.**
* **Explain original intent, why choices were made, how problems were solved, and how work might be refined or extended.**

Refer to the Saskatchewan Curriculum Guide [Arts Ed 8](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=arts_education&level=8&outcome=1.12)