

Ministry of Education
and Training

The Ontario Curriculum Grades 1-8

The Arts



1998

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Une publication équivalente est disponible en français
sous le titre suivant : *Le curriculum de l'Ontario, de la
1^{re} à la 8^e année – Éducation artistique, 1998.*

This publication is available on the Ministry of
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Introduction

Students in schools across Ontario require consistent, challenging programs that will capture their interest and prepare them for a lifetime of learning. They require knowledge and skills that will help them compete in a global economy and allow them to lead lives of integrity and satisfaction, both as citizens and individuals. *The Ontario Curriculum, Grades 1-8* outlines the knowledge, skills, and high standards of learning required to meet these goals.

The Purpose of *The Ontario Curriculum, Grades 1-8: The Arts, 1998*

The Ontario Curriculum, Grades 1-8: The Arts, 1998 has been developed to provide a rigorous and challenging curriculum in the arts for each grade from Grade 1 to Grade 8. The required knowledge and skills for each grade set high standards and identify what parents and the public can expect students to learn about the arts in the schools of Ontario.

This document replaces the sections of *The Common Curriculum: Policies and Outcomes, Grades 1-9, 1995* that relate to the arts. All arts programs for Grades 1 to 8 will be based on the expectations outlined in this document.

Features of the New Arts Curriculum

The arts curriculum set out in this document is significantly more rigorous and demanding than previous curricula. This curriculum includes a broader range of knowledge and skills and introduces many skills in earlier grades. For example, students in Grade 1 are expected to use the elements of design (e.g., line, colour, texture, shape) in the visual arts, and students in Grade 4 must begin to read standard musical notation (e.g., whole notes, half-notes, quarter-notes).

Where previous policy documents identified general outcomes for Grades 3, 6, and 9 only, *The Ontario Curriculum, Grades 1-8: The Arts, 1998* gives precise and detailed descriptions of the knowledge and skills required for each grade. The provision of detail will eliminate the need for school boards to write their own expectations, and will ensure consistency in curriculum across the province. This consistency will be helpful to students who change schools, and will help parents in all regions to have a clear understanding of their child's progress.

The Role of Parents

Studies show that students perform better in school if their parents are involved in their education. Parents therefore have an important role to play in supporting their child's learning. By reading the curriculum, parents can find out what their children are learning in each grade and why they are learning it. This awareness will enable parents to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their child's progress. Knowledge of the expectations in the various grades will also help parents to interpret their child's report card and to work with the teacher to improve the student's learning. For this reason, parents are urged to read through the expectations for all the grades rather than just the particular grade that their child is in.

There are many other ways in which parents can express their interest in their child's education. Participating in parent conferences, working on or with the school council, encouraging their child to complete his or her assignments at home, and promoting and attending artistic events at their child's school are a few examples.

The arts curriculum promotes lifelong learning not only for students, but also for their parents and all those with an interest in education. In addition to supporting regular practical classroom activities, parents are encouraged to take their child to museums and art galleries, and to local musical performances and theatrical presentations. Such experiences help develop children's appreciation of art works and encourage them to develop their own creativity.

Parents can also provide valuable support for their children's learning by taking an interest in their child's arts projects and projects in other subject areas that require the application of knowledge and skills learned in the study of the arts. Such an interest encourages students and promotes a positive attitude to the arts, and the recognition of their achievements helps children develop confidence. The involvement of parents in their child's education also gives parents an opportunity to promote safety techniques in the handling of tools and materials (e.g., musical instruments, paints), and to encourage their child to take proper care of arts materials and instruments.

The Role of Teachers

Teachers are responsible for developing appropriate instructional strategies. They need to address different student needs and bring enthusiasm and a variety of teaching approaches to the classroom. Teachers know that they must persevere in their efforts and make every reasonable attempt to ensure sound learning for every student.

Teachers will provide as many hands-on activities as possible since a number of the skills emphasized in this curriculum must be taught and learned through experiences with concrete materials. It is essential that teachers provide a supportive learning environment in which students are encouraged to discover and develop their artistic ability and to take pride in their achievements. It is particularly important that young children be given opportunities to be creative in all the arts, so that they gain the skills and the confidence to engage in a variety of artistic explorations.

The Role of Students

Students also have responsibilities with regard to their learning, which increase as they advance through elementary and secondary school. Students who are willing to make the effort required and who are able to apply themselves will soon learn that there is a direct relationship between achievement and hard work, and will be motivated to work as a result. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. For these students, the attention, patience, and encouragement of teachers can be extremely important factors for success. However, regardless of their circumstances, learning to take responsibility for one's progress and learning is an important part of education for all students.

It is important that students demonstrate a commitment to safety practices and to skills in working with others. Demonstration of these attitudes and skills will facilitate the hands-on approach necessary for learning a number of the skills in the arts curriculum. Students should also pursue opportunities outside the classroom to extend and enrich their understanding of the arts and to explore ways in which the arts are a part of their ordinary daily activities.

Curriculum Expectations and Achievement Levels

The Ontario Curriculum, Grades 1-8: The Arts, 1998 has two elements: *expectations* and *achievement levels*. The expectations identified for each grade describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. Teachers will use their professional judgement in deciding which instructional methods will best foster the learning described in the expectations. They will base their decisions on the needs of the students, the resources available, and the recognition that good teaching should build strong personal values and positive attitudes both towards the subject under study and towards learning in general. High achievement is the goal for all students, and teachers, students, and parents are expected to work together to help students meet the expectations specified.

Two sets of expectations are listed for each grade in each *strand* or broad area of the curriculum. The *overall expectations* describe in general terms the knowledge and skills that students are expected to achieve by the end of each grade. The *specific expectations* describe the expected knowledge and skills in greater detail.

The specific expectations are organized under three subheadings: Knowledge of Elements, Creative Work, and Critical Thinking. This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other two groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

The achievement levels are brief descriptions of four different degrees of achievement of the provincial curriculum expectations for any given grade. These descriptions, which are used along with more traditional indicators like letter grades and percentage marks, are among a number of tools that teachers will use to assess students' learning. The achievement levels for the arts focus on four categories of knowledge and skills: understanding of concepts, critical analysis and appreciation, performance and creative work, and communication. When teachers use the achievement levels in reporting to parents and speaking with students, they can discuss what is required of students to achieve the expectations set for their grade. Level 3, which is the "provincial standard", identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. For example, a student who applies some of the skills, concepts, and techniques taught, occasionally performs and creates in complete ways, uses tools, equipment, materials, and instruments correctly with frequent assistance, and sometimes shows awareness of safety procedures would be described as achieving at level 2 in the category of performance and creative work.

Strands in the Arts Curriculum

The arts expectations are organized into three strands that correspond to three major areas of study in the arts. The three strands are: Music, Visual Arts, and Drama and Dance. All the knowledge and skills outlined in the expectations for the arts program are mandatory. The program in all grades is designed to develop a range of skills in practical and creative activity in the various arts, as well as an appreciation of works of art. Students will also develop critical and analytical skills in the study of the arts, and the ability to communicate in a variety of ways.

The Importance of the Arts

Education in the arts is essential to students' intellectual, social, physical, and emotional growth. Through the study of music, visual arts, and drama and dance, students not only develop the ability to think creatively and critically, but also develop physical coordination and the ability to work both independently and with others. In addition, the creative and practical work encourages students to express themselves in both verbal and non-verbal ways, and can enable them to discover and develop abilities that can prove to be rich sources of pleasure later in life.

Study of the arts can also broaden students' horizons in various ways. Through study of the arts, students learn about artistic traditions of their own and other cultures. They develop the ability to communicate in various artistic media, and learn to understand that the arts have long served as important media for recording and communicating ideas and feelings. They learn to link the study of the arts with the study of history, geography, language, culture, and human interaction, and gain an appreciation of the great importance of the arts, both as sources of enjoyment and as means of communication, in cultures around the world. They also learn to understand that although each art is unique in many ways, there are similarities among them – for example, rhythm is an aspect of them all. As well, they learn to appreciate the similarities and differences among the various forms of artistic expression of people around the world. In making links between the arts and other areas of the curriculum, students will learn to see a relationship between mathematics and music, for example, or geometry and the composition of a painting. They will also be able to link their studies of the arts with explorations in technology – for example, in the use of computers in music or the visual arts.

Planning Student Programs

In planning student programs, teachers should aim to help students develop the fundamental knowledge and skills that will enable them to appreciate artistic expression and to participate creatively in the arts. They will design lessons that help students understand the basic elements and aspects of each of the arts (e.g., beat and pitch in music, line and texture in the visual arts, and improvisation in drama and dance) and some of the principles of organization of art works (e.g., balance, unity, and rhythm).

It is particularly important for young children to have a balanced program that provides for direct instruction in content and in the use of specific techniques, and that ensures that they have opportunities to develop and use their knowledge and skills in both structured and unstructured activities.

Teachers will encourage students to explore ways in which knowledge and skills learned through experiences in the arts can be applied in other areas of the curriculum. In their investigation of a topic or theme in history, for example, students can make use of drawing skills to provide illustrations to enhance a written report. In addition, teachers will help students examine a wide variety of ways in which the arts play a role in their everyday life – from the music they listen to every day to computer animation in films.

Teachers must keep in mind that the purpose of the arts curriculum is to give all students the opportunity to discover and develop their ability in different artistic forms and media and to learn to appreciate works of art. The arts curriculum is not intended to provide the intensive instruction that students with special abilities need. The abilities of such students can be developed through other means (e.g., private lessons), which support the development of talents to a high level.

Attitudes in the Arts

The attitudes of both teachers and students have a significant effect on how students approach the arts. Teachers must project a positive attitude towards the arts in their instruction, and must help students understand that even the most accomplished artists continue to put a great deal of time and effort into their work. They will encourage students to use their imagination and their problem-solving and critical-thinking skills in planning, producing, and assessing works of art.

Teachers can also encourage a positive attitude to the arts by helping students learn about careers in various areas of the arts industry. By studying art in a variety of forms, learning about artists within and outside the community, and participating in a variety of artistic activities, students will become better informed about the possibilities for active participation in the arts later in life.

Students' attitudes towards the arts can have a significant effect on their achievement of the expectations. Teaching methods and learning activities that encourage students to recognize the value and relevance of what they are learning will go a long way towards motivating students to work and to learn effectively.

The Arts for Exceptional Students

Recognizing the needs of exceptional students and providing appropriate programs and services for them are important aspects of planning and implementing the curriculum. Specific procedures are set out in legislation for the identification and placement of exceptional students. The needs of exceptional students are identified by an Identification, Placement, and Review Committee (IPRC).

When an IPRC identifies a student as exceptional, an Individual Education Plan (IEP) must be developed and maintained for that student. (It should be noted that an IEP may also be prepared for students with special needs who are receiving special education programs and/or services but who have not been identified as exceptional by an IPRC). An IEP defines the student's educational program as one that is based on and modified by the results of continuous assessment and evaluation. It identifies the student's specific learning expectations and explains how the school will address these expectations (for example, through appropriate programs and services, modifications in the regular program, and other accommodations). It also identifies the methods by which the student's progress will be reviewed.

In developing the student's IEP, consideration must be given to any recommendations made by the IPRC concerning programs and services that may be particularly appropriate for meeting the student's needs. Also, the school must consult with the parents of the student at the development stage. The IPRC's recommendations and the results of consultation between the parents and the school staff will form the basis of decisions concerning the ways in which the learning expectations set out in the provincial curriculum will be modified to meet the student's special needs. Once the IEP has been developed, the parents of the student must be provided with a copy.

Those involved in developing the IEP should work together on an ongoing basis to review the student's progress and make adjustments to the IEP as necessary. It is important that the school continue to keep parents informed about the program and the progress of the student, as parents can provide valuable support for their child's learning.

In planning arts programs for exceptional students, teachers must take into account the students' strengths and needs, learning expectations, accommodations, and methods for reviewing progress as outlined in the IEP and/or IPRC's statement of decision. It is important that teachers provide appropriate instruction, activities, and assignments, as well as resources, strategies, and settings that will help exceptional students achieve their learning expectations. Using the most appropriate methods and providing the most appropriate materials may involve making changes in the teaching approaches (e.g., styles of presentation, methods of organization, use of technology and multimedia) and the curriculum content (e.g., amount of material covered, type of material used) that are normally used for most other students. Changes may also need to be made in some assessment and evaluation procedures. For example, exceptional students may need to be given additional time to complete assignments or tests, they may need to do tests orally or in other forms that are not written, and they may need more explanations about what is expected in a particular assignment or test than would normally be given.

Achievement Levels

The chart that follows identifies four areas of achievement in the arts – understanding of concepts, critical analysis and appreciation, performance and creative work, and communication. For each of these four categories, there are four levels of achievement. These levels contain brief descriptions of degrees of achievement on which teachers will base their assessment of students' work.

The descriptions in the achievement levels are meant to be used to assess each student's achievement of the expectations outlined in this document *in each grade and strand*. Teachers should use the descriptions to identify the level at which a student has achieved a particular expectation, or a group of expectations, in the appropriate category of knowledge or skills. For example, one of the expectations in the Visual Arts strand for Grade 6 is that students will “describe how line can be used to direct the viewer's attention”. If the student gives a complete or nearly complete explanation, the student's achievement of that expectation would be at level 3 in the category of understanding of concepts. Normally a teacher will apply more than one of the descriptions to a student's achievement of a group of expectations to determine the level that most appropriately describes the student's achievement.

The characteristics given for level 3 represent achievement that is considered to be at the standard for the grade. A student's work at level 3 in the arts in any grade may be described in general terms as follows:

The student understands most of the concepts, and usually gives a complete or nearly complete explanation of them. The student analyses and interprets art work with only occasional assistance from the teacher. He or she also provides a complete analysis and gives sufficient evidence to support his or her opinions. The student applies most of the required skills, concepts, and techniques in practical and creative work, and usually performs and creates works in complete ways. The student uses tools, equipment, materials, and instruments correctly with only occasional assistance, and usually shows awareness of safety procedures. The student usually communicates with clarity and precision and in complete ways, and usually uses appropriate symbols and terminology.

Although the chart is intended to be used mainly for assessing student achievement, teachers may wish to use it for other related purposes; for example, they could use it as a guide when collecting samples of student work to show parents what work at different levels is like.

Achievement Levels: The Arts, Grades 1-8

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
Understanding of concepts	The student:			
	<ul style="list-style-type: none"> – shows understanding of few of the concepts – rarely gives explanations that show understanding of the concepts 	<ul style="list-style-type: none"> – shows understanding of some of the concepts – sometimes gives complete explanations 	<ul style="list-style-type: none"> – shows understanding of most of the concepts – usually gives complete or nearly complete explanations 	<ul style="list-style-type: none"> – shows understanding of all (or almost all) of the concepts – consistently gives complete explanations
Critical analysis and appreciation	The student:			
	<ul style="list-style-type: none"> – analyses and interprets art work only with assistance – provides analysis that shows limited understanding, and does not give evidence to support opinions 	<ul style="list-style-type: none"> – analyses and interprets art work with frequent assistance – provides partial analysis, and gives some evidence to support opinions 	<ul style="list-style-type: none"> – analyses and interprets art work with only occasional assistance – provides complete analysis, and gives sufficient evidence to support opinions 	<ul style="list-style-type: none"> – analyses and interprets art work with little or no assistance – provides complete analysis, and gives well-considered evidence to support opinions
Performance and creative work *	The student:			
	<ul style="list-style-type: none"> – applies few of the skills, concepts, and techniques taught – performs and creates only in limited and incomplete ways – uses tools, equipment, materials, and instruments correctly only with assistance – rarely shows awareness of safety procedures 	<ul style="list-style-type: none"> – applies some of the skills, concepts, and techniques taught – occasionally performs and creates in complete ways – uses tools, equipment, materials, and instruments correctly with frequent assistance – sometimes shows awareness of safety procedures 	<ul style="list-style-type: none"> – applies most of the skills, concepts, and techniques taught – usually performs and creates in complete ways – uses tools, equipment, materials, and instruments correctly with only occasional assistance – usually shows awareness of safety procedures 	<ul style="list-style-type: none"> – applies all (or almost all) of the skills, concepts, and techniques taught – consistently performs and creates in well-developed ways – uses tools, equipment, materials, and instruments with little or no assistance – consistently shows awareness of safety procedures
Communication	The student:			
	<ul style="list-style-type: none"> – rarely communicates with clarity and precision – rarely uses appropriate symbols and terminology – communicates only in limited and incomplete ways 	<ul style="list-style-type: none"> – sometimes communicates with clarity and precision – sometimes uses appropriate symbols and terminology – occasionally communicates in complete ways 	<ul style="list-style-type: none"> – usually communicates with clarity and precision – usually uses appropriate symbols and terminology – usually communicates in complete ways 	<ul style="list-style-type: none"> – consistently communicates with clarity and precision – consistently uses appropriate symbols and terminology – consistently communicates in well-developed ways

*It should be noted that all students, regardless of their level of achievement, receive basic instruction in the safe use of tools, equipment, materials, and instruments.

Music

The music curriculum is intended to help students develop understanding and appreciation of music, as well as practical skills, so that they will be able to find in music a lifelong source of enjoyment and personal satisfaction. It is well documented that the intellectual and emotional development of children is enhanced through the study of music. An interesting and challenging program in music not only develops practical artistic skills, but also enables students to sharpen their ability to reason and to think critically, and to explore their emotional responses to the music. It is therefore essential that a balanced music program be offered – one that includes both listening and music making and that may appeal to a wide variety of students. Children learn to love music when they have opportunities to experience it in the context of a rich and varied curriculum.

In the primary grades, students will develop their musical knowledge and skills through listening to music, manipulating some basic elements of music, and exploring repertoire from a variety of cultures. In Grade 1, they will begin to develop their ability to sing, learn about pitch, beat, tempo, and dynamics, and experiment with sound. In Grade 2, they will continue to sing, using head tones, and will also learn to use patterns of sound to create compositions. In Grade 3, students will be introduced to the idea of melodic contour, and will continue to broaden their understanding of the elements of music through listening, singing, playing, and composing. During the primary grades, students will learn how to use and care for musical instruments properly, will become familiar with acceptable audience behaviour, and will develop the ability to work with others.

Students in Grades 4 to 6 will focus on the development of the ability to read music and on learning about form and the use of tone colour. In Grade 4, students will begin to read standard notation in the treble clef. They will develop melodic ostinati, which will add a simple harmonic dimension to their compositions. They will also begin to use conducting patterns, and will aurally identify the instruments of the orchestra. In Grade 5, students will learn to use key signatures and to identify the major scale, and will give some attention to creation of mood in compositions. In Grade 6, students will investigate musical texture, and will begin to study music of the Baroque and Classical periods. Students in Grades 4 to 6 will also be expected to work in both large and small groups to solve musical problems, and by the end of Grade 6 they should be able to provide constructive feedback regarding the efforts of others.

Students in Grades 7 and 8 will consolidate the knowledge gained in the earlier grades and will work with repertoire of greater complexity. In Grade 7, students will be encouraged to develop their knowledge of conducting further. They will listen in particular to music of the Romantic period and will identify some of the main characteristics of Romantic music. They will also compare Romantic music with Baroque and Classical music. In Grade 8, students will be expected to read and perform works of greater rhythmic and tonal complexity. Listening selections will include works from four historical periods of music (i.e., Renaissance, Baroque, Classical, and Romantic). Students in both grades will have opportunities to solve musical problems in groups and individually, and will be expected to support their criticism of their own and others' musical efforts with logical arguments.

All teachers of music will develop meaningful programs that will enable their students to achieve the expectations for music in each grade. Teachers with training in a particular approach to the teaching of music (e.g., the Kodaly or Orff method) will find that they can offer a challenging and enjoyable program tailored to the needs of their students, while enabling their students to meet the expectations set out in this document.

In the sections that follow, which describe expectations in music for Grades 1 to 8, some repetition has been necessary to reflect the progressive nature of skills development. Expectations dealing with skills that continue to be of major importance as students progress from grade to grade are repeated for all relevant grades. Progression is indicated either by means of increasingly complex examples or by modifications in the expectations. It should also be noted that all the skills described in these expectations continue to be developed and refined as students move on through the grades, whether or not they are repeated.

Music: Grade 1

Overall Expectations

By the end of Grade 1, students will:

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- listen to and identify music from different cultures and historical periods (e.g., French-Canadian folk songs such as “Alouette”, Native Canadian songs such as “Ho Ho Watenay”);
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

Specific Expectations

Knowledge of Elements

By the end of Grade 1, students will:

- identify correctly specific sounds heard in their classroom environment (e.g., sound of a door closing, chalk squeaking);
- identify examples of beat in daily life and in music (e.g., heartbeat, steady pulse of a bass drum in a march);
- identify rhythms in language (e.g., patterns of long and short sounds in nursery rhymes);
- distinguish between beat and rhythm in a simple song;
- identify higher- and lower-pitched sounds in their environment and in music;
- identify examples of dynamics (the varying degree of volume of sound) in their environment and in music;
- identify different tempi (faster and slower speeds) in their environment and in music;
- reproduce specific pitches in group call-and-response activities (e.g., respond with “I am fine” to the leader’s question “How are you?”).

Creative Work

By the end of Grade 1, students will:

- express their responses to various kinds of music (e.g., fast, slow, loud, soft) by means of appropriate movements (e.g., marching, dancing);
- sing music from a variety of cultures and historical periods;
- create rhythmic patterns, using a variety of sounds (e.g., sounds made with the voice or instruments or by clapping);
- produce a specific effect (e.g., the sound of wind, sounds of farm animals), using various sound sources (e.g., the voice, the body, musical instruments, “found” materials such as sticks or combs);
- sing expressively, showing awareness of the meaning of the text;
- create simple accompaniments and sound effects to songs, poems, and chants, using the voice, instruments, or “found” materials;
- accompany songs, using appropriate rhythm instruments (e.g., tambourines), body percussion (e.g., clapping), or “found” instruments;
- create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound.

Critical Thinking

By the end of Grade 1, students will:

- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer, paints, crayons);
- identify ways in which music is a part of their daily life (e.g., music is used in the media, in family celebrations);
- describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (e.g., “I like this music because it is fast and it makes me want to dance”);
- recognize that mood can be created through music (e.g., in “Lullaby” by Brahms, in “Dance of the Sugar Plum Fairy” by Tchaikovsky).

Music: Grade 2

Overall Expectations

By the end of Grade 2, students will:

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- recognize a variety of sound sources and use some in performing and creating music;
- use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

Specific Expectations

Knowledge of Elements

By the end of Grade 2, students will:

- identify examples of beat in their environment and in music (e.g., ticking of clocks, steady pulse in rhymes or songs);
- identify rhythmic patterns (e.g., clap the pattern of syllables in nursery rhymes);
- distinguish between beat and rhythm in a variety of pieces of music;
- identify higher- and lower-pitched sounds in a familiar melody;
- reproduce specific pitches in call-and-response activities (e.g., singing games);
- identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (e.g., loudness results when a drum is struck with more force);
- identify the tempo of various pieces of music;
- identify the four families of orchestral instruments (strings, woodwinds, brass, percussion).

Creative Work

By the end of Grade 2, students will:

- sing music from a variety of cultures and historical periods (e.g., folk songs);
- create rhythmic and melodic patterns (e.g., ostinati), using a variety of sounds (e.g., vocal and instrumental sounds);
- create simple patterned movement to familiar music, using their knowledge of beat and rhythm;
- sing simple, familiar songs in tune in unison;
- sing expressively, showing an understanding of the text;
- accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments;
- create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound;
- create short songs and instrumental pieces, using a variety of sound sources;
- produce a specific effect (e.g., create a soundscape as background for a story or poem), using various sound sources (e.g., the voice, the body, instruments).

Critical Thinking

By the end of Grade 2, students will:

- express their response to music from a variety of cultures and historical periods (e.g., “Largo al factotum della città” from *The Barber of Seville* by Rossini, “Lunatic Menu” by Ippu Do);
- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., create a dance, dramatize a song);
- recognize that mood can be created through music (e.g., in a work such as *Carnival of the Animals* by Saint-Saëns);
- explain, using basic musical terminology, their preference for specific songs or pieces of music;
- recognize and explain the effects of different musical choices (e.g., slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness).

Music: Grade 3

Overall Expectations

By the end of Grade 3, students will:

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- create and perform music, using a variety of sound sources;
- use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

Specific Expectations

Knowledge of Elements

By the end of Grade 3, students will:

- demonstrate understanding of the difference between the terms *beat* and *rhythm* (e.g., indicate the beat in a piece of music while others perform the rhythmic patterns);
- identify the beat, rhythm, melodic contour (or shape), dynamics, and tempo in familiar pieces of music;
- recognize that sounds and silences of different durations may be represented by symbols;
- identify the instruments within the percussion family of orchestral instruments (e.g., drums, wood blocks, piano).
- indicate, with appropriate arm movements, the dynamics heard in familiar music (e.g., big movements for loud passages, small movements for soft);
- sing expressively, showing awareness that changes in volume or speed can help to convey the meaning of the text;
- create or arrange music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion, or “found” instruments;
- create and perform musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use the voice, instruments, or “found” materials.

Creative Work

By the end of Grade 3, students will:

- sing music from a variety of cultures and historical periods;
- substitute different words in familiar songs or create new verses, using their knowledge of rhythm to ensure that the new text fits with the melody;
- create melodic contour “maps” that indicate the direction of pitches (higher, lower) in familiar songs (e.g., “Twinkle, Twinkle Little Star”);

Critical Thinking

By the end of Grade 3, students will:

- express their response to music from a variety of cultures and historical periods (e.g., “Chants Berbères” by Taos Amrouche);
- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., storytelling, software program for drawing, creative movement);

- identify the feelings that are evoked by a particular piece of music (e.g., *Peter and the Wolf* by Sergei Prokofiev);
- explain, using appropriate musical terminology, their preference for specific songs or pieces of music;
- identify and explain the effects of different musical choices (e.g., the effects of choosing specific instruments).

Music: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- create and perform music, using a variety of sound sources;
- use correctly the musical terminology associated with the specific expectations for this grade;
- begin to read standard musical notation;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

Specific Expectations

Knowledge of Elements

By the end of Grade 4, students will:

- recognize that the treble clef defines the names of the lines (*e, g, b, d, f*) and spaces (*f, a, c, e*) on the staff;
- recognize that specific pitches may be represented by notes placed on a staff;
- recognize that a unison consists of two notes on the same line or in the same space that are to be sung or played simultaneously;
- distinguish between movement by a step (i.e., the interval between a note on a line and a note on the adjacent space, or vice versa) and movement by a skip (e.g., any interval larger than a step);
- identify whole notes, half-notes, quarter-notes, and eighth-notes, and their corresponding rests in 4/4 time;
- identify the form verse–chorus in familiar songs;
- identify the individual instruments of the woodwind, brass, string, and percussion families;
- identify tone colours (the specific sounds of individual instruments or voices) in familiar music;

- demonstrate an understanding of correct breathing technique and posture when playing and/or singing;
- demonstrate knowledge of techniques to produce a clear and open head tone while singing;
- demonstrate their understanding of beat through conducting a piece in 4/4 time, using the standard conducting pattern.

Creative Work

By the end of Grade 4, students will:

- write new words to familiar melodies, using their knowledge of rhythm to ensure that the new text fits with the melody;
- create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, and tone colour;
- read music, using their knowledge of contour mapping and notation;
- read and perform simple rhythmic patterns in 4/4 time;
- sing or play expressively, giving particular attention to using suitable dynamics and tempi;

- create musical compositions that show appropriate use of some of the elements of music (e.g., tempo, dynamics, pitch, beat, rhythm, tone colour), and perform them;
- create an accompaniment for a song, using a melodic ostinato (short melodic pattern repeated throughout the song);
- sing and/or play in tune songs from a variety of times and places.

Critical Thinking

By the end of Grade 4, students will:

- express their response to music from a variety of cultures and historical periods (e.g., “Frère Jacques”, “Waltzing Matilda”);
- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., a word-processing program, story-telling, a collage);
- explain, using appropriate musical terminology, their preference for specific songs or pieces of music;
- describe how a composer can manipulate the elements of music to create a specific mood (e.g., in *The Sorcerer’s Apprentice* by Dukas);
- explain the effects of different musical choices.

Music: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- create and perform music, using a variety of sound sources;
- use correctly the musical terminology associated with the specific expectations for this grade;
- read simple musical notation;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).

Specific Expectations

Knowledge of Elements

By the end of Grade 5, students will:

- interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time;
- conduct in 4/4 and 2/4 time, using standard conducting patterns;
- recognize the major scale through listening and in notation;
- demonstrate understanding of the meaning of the sharp, flat, and natural symbols;
- explain the use of key signatures and identify the key (e.g., G major) of music they sing or play;
- begin to sing or play the major scale in keys that occur in the music they sing or play;
- identify the form of introduction, verse, and chorus in music that they sing, play, or hear;
- recognize different kinds of tone colour in pieces of music (e.g., the sound of steel drums);
- recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments);

- sing or play in tune (e.g., in unison songs, “partner” songs, rounds);
- demonstrate an understanding of correct breathing technique and posture when playing and/or singing.

Creative Work

By the end of Grade 5, students will:

- create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody;
- sing or play expressively, showing awareness of different tone colours;
- create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, form, tone colour), and perform them;
- create and perform a song based on a scene from a story or poem;
- sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in “Hot Cross Buns”).

Critical Thinking

By the end of Grade 5, students will:

- describe how various elements of music are combined to create different moods (e.g., compare tempo and melody in “Hard Day’s Night” and “Yesterday” by the Beatles);
- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings);
- listen to music from the Renaissance period (e.g., *Now Is the Month of Maying* by Thomas Morley) and identify its main characteristics (e.g., polyphonic texture).

Music: Grade 6

Overall Expectations

By the end of Grade 6, students will:

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- sing and play instruments with expression and proper technique (e.g., with correct breathing, posture, embouchure);
- use correctly the musical terminology associated with the specific expectations for this grade;
- read and perform from musical notation;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).

Specific Expectations

Knowledge of Elements

By the end of Grade 6, students will:

- read correctly familiar and unfamiliar music that contains whole notes, half-notes, quarter-notes, and eighth-notes, and their corresponding rests in 4/4 time;
- read correctly familiar and unfamiliar songs, using their knowledge of sharps, flats, naturals, and key signatures;
- sing and play the major scale in keys that they encounter in the music they perform;
- identify simple structural patterns in music that they sing, play, or hear (e.g., the pattern AABA in a simple four-lined folk song);
- identify music that consists of a single line as monophonic (e.g., a song);
- identify the type of texture in music from a variety of cultures and historical periods (homophonic, polyphonic);
- identify different kinds of tone colour in various performing ensembles (e.g., Inuit singing group, Mariachi band, string quartet);
- sing and play in tune.

Creative Work

By the end of Grade 6, students will:

- sing or play expressively, giving particular attention to using suitable dynamics, tempi, and phrasing;
- sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in “Yellow Submarine”);
- create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, rhythm, form, texture, tone colour), and perform them;
- create an accompaniment for a story, poem, or drama presentation;
- create and perform a song based on a scene from a story, poem, or play;
- conduct pieces in 4/4, 2/4, and 3/4 time, using standard conducting patterns.

Critical Thinking

By the end of Grade 6, students will:

- describe how the various elements of music are used to create mood in two pieces of music in different styles;
- describe, through listening, the main characteristics of pieces of music from the Baroque and Classical periods (e.g., *Water Music* by Handel, Clarinet Concerto in A, K.622, by Mozart);
- describe briefly the construction and use of an instrument (e.g., European flute, gong in a Javanese gamelan);
- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., painting, computer animation).

Music: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- sing and play instruments with expression and proper technique (e.g., with correct breathing, posture, embouchure, intonation);
- use correctly the musical terminology associated with the specific expectations for this grade;
- read, write, and perform from musical notation accurately and with some fluency;
- communicate their understanding and knowledge of music in appropriate ways (e.g., through an oral presentation of research, through creative movement);
- identify and perform music of a variety of cultures and historical periods.

Specific Expectations

Knowledge of Elements

By the end of Grade 7, students will:

- identify the names of the notes of the clef appropriate to their vocal range and/or instrument (e.g., treble clef, bass clef);
- recognize unisons, seconds, and thirds aurally and in written form;
- read music accurately from the staff, using their knowledge of notation (including sharps, flats, naturals, and key signatures) and intervals;
- sing and play the major scale in keys that they encounter in the music they perform;
- demonstrate the ability to produce the same pitch as others, vocally or instrumentally (e.g., while playing or singing in pairs, in sections, in a large group);
- identify the dotted half-note, the dotted quarter-note, and the corresponding rests in pieces studied, and explain the function of the dot;
- identify the dotted quarter-note and eighth-note combination and the eighth-quarter-eighth combination in pieces studied, and recognize the latter as a form of syncopation;
- demonstrate an understanding of appropriate articulation in singing or playing music;
- identify simple duple and triple metres and the corresponding time signatures (2/4 and 3/4) in music they sing or play;
- identify note and rest values in 4/4, 3/4, and 2/4 time in pieces studied;
- identify the upbeat and downbeat, as well as conducting patterns for 2/4, 3/4, and 4/4 metres, in pieces studied;
- identify pick-up notes, first and second endings, and *D.C. al fine* in pieces studied;
- demonstrate understanding of the markings and Italian terms for dynamics, tempo, articulation, and phrasing in the music they sing and play;
- identify the type of texture in music appropriate for the grade (homophonic, polyphonic);
- recognize binary form (AB) and ternary form (ABA) in music they perform and hear;
- identify tone colours in various performing ensembles (e.g., brass trio, string quartet, marching band);

- demonstrate understanding of correct breathing technique and posture when playing and/or singing.

Creative Work

By the end of Grade 7, students will:

- sing or play a variety of pieces expressively;
- sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in “Ode to Joy” by Beethoven);
- create and perform musical compositions that make use of elements of music studied in pieces learned in this grade;
- create accompaniments for songs, using appropriate sounds and structures;
- create and perform two contrasting songs based on a scene from a story, poem, or play, and connect them with dialogue.

Critical Thinking

By the end of Grade 7, students will:

- describe how changes in texture alter the mood in a piece of music (e.g., “Hava Nagila”, *Clair de lune* by Debussy);
- describe, through listening, some characteristics of music of the Romantic period (e.g., *Pictures at an Exhibition* by Mussorgsky);
- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., a short essay, a dance drama);
- describe their response to a musical performance in their community;

- describe the history, construction, and use of an instrument (e.g., historical or period instrument such as the sackbut, or the instrument they play in class);
- identify ways in which the music industry affects various aspects of society and the economy (e.g., hair styles, clothing styles, values).

Music: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- sing and play instruments with expression and proper technique (e.g., with correct breathing or fingering);
- use correctly the musical terminology associated with the specific expectations for this grade;
- read, write, and perform from musical notation accurately and fluently;
- communicate their understanding and knowledge of music in appropriate ways (e.g., compare the characteristics of music of different historical periods; represent their response to music through painting);
- identify and perform music of a variety of cultures and historical periods.

Specific Expectations

Knowledge of Elements

By the end of Grade 8, students will:

- read music appropriate for this grade, showing their understanding of the necessary aspects of notation (e.g., clefs, key signatures);
- identify and perform the major scale in keys that they encounter in the music they sing or play;
- demonstrate the ability to produce the same pitch as others, vocally or instrumentally (e.g., in pairs, in sections, in a large group);
- identify metres and the corresponding time signatures in the pieces they play or sing;
- play or sing music with appropriate articulation and phrasing;
- conduct 2/4, 3/4, and 4/4 time, or a metre in a piece appropriate for their grade, correctly using standard conducting patterns (e.g., indications of upbeats, downbeats, and entries);

- demonstrate understanding of the markings and Italian terms for dynamics, tempo, articulation, and phrasing in the music they play or sing;
- explain the meaning of *D.C. al coda*, *d.s. al fine*, and *d.s. al coda*;
- identify the type of texture in music appropriate for the grade;
- recognize rondo form (ABACA) and theme-and-variations form (A, A1, A2, etc.) in music they perform and hear.

Creative Work

By the end of Grade 8, students will:

- sing or play expressively pieces in various styles;
- create musical compositions that make use of elements of music studied in this grade, write them in standard notation, and perform them;
- create and perform a short musical that consists of contrasting songs, dialogue, and drama;
- improvise a solo melodic line (accompanied or unaccompanied).

Critical Thinking

By the end of Grade 8, students will:

- recognize and describe the difference between program music (e.g., *The Moldau* by Smetana) and absolute music (e.g., Symphony No. 40 in G Minor by Mozart);
- describe some aspects of the historical context of music that they sing, play, or listen to (e.g., identify some major political events, social or philosophical movements, architectural or painting styles);
- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., videotape, improvisation, water-colour paintings);
- describe their response to a musical performance in their community.

Visual Arts

The visual arts include the traditional fine arts of drawing, painting, sculpting, printmaking, architecture, and photography, as well as crafts, industrial design, commercial art, performance art, and electronic arts. The visual arts curriculum is intended to help students develop their creativity, as well as the ability to communicate with other people through visual images. In learning to express themselves in visual ways, students will sharpen their powers of observation. In developing the ability to analyse and describe works of art from various historical periods and in different styles, they will also learn to understand and appreciate a wide variety of art works.

In order to make visual art works, students need to acquire a range of skills and some specific knowledge. The expectations identified for each grade describe the specific knowledge and skills that students are expected to develop and demonstrate in their work. These skills are sequential and cumulative. In Grades 1 and 2, students will begin to develop the ability to communicate about their immediate environment and interests through visual images. They will learn to use a variety of art tools, materials, and techniques, and will identify elements of design and begin to describe how the elements are used by artists. In Grade 3, students will describe and demonstrate how the elements can be used to create works of art to communicate thoughts and feelings. In Grade 4, students will use the elements of design to communicate for a variety of purposes, and in Grade 5, they will be expected to use the elements of design to produce works of art on a variety of themes. Students in Grade 6 will begin to study the principles of design, and will produce works of art that demonstrate their proficiency in using a variety of tools, materials, and techniques. They will use their knowledge of the elements and principles of design in solving artistic problems and in analysing works of art. Students in Grade 7 will, in addition, demonstrate proficiency in some art forms. Students in Grades 7 and 8 will be expected to apply the knowledge and skills learned in their study of the arts as they analyse art works representing various styles and different historical periods.

It is essential that students be engaged in meaningful art-making activities that enable them to develop the skills to use art tools, materials, and techniques appropriate for the grade. When students become familiar with the advantages and limitations of a variety of tools, materials, and techniques and can demonstrate control of these resources, they will be expected to apply their knowledge and skills in making artistic choices in their own work.

The works of art to which students are exposed should represent various styles (e.g., representational or realistic, stylized, impressionistic, abstract) and different historical periods, including the twentieth century, and should include both fine art and traditional crafts and handiwork. Teachers are expected to use the highest quality art reproductions available so that students have high-quality materials to observe and learn from. It should be noted that the art works cited in the curriculum are only examples and are not meant to limit the teacher's choices. The works selected for study should also include works by both men and women and should reflect the cultural diversity of Canada. Wherever appropriate, the study of the visual arts should be linked to the study of the other arts disciplines and other subject areas.

It is important that students learn to use all tools and materials safely. They should, for example, use scissors and paints properly, and handle moulding clay correctly and wash their hands after using it. It is also important that students ensure that appropriate school staff are informed of any allergies they may have, and take those allergies into consideration when handling substances that they might use in creating art works – that is, glue, paints, chalk, charcoal. (In the case of younger students, parents and guardians should ensure that appropriate school staff are informed of any allergies.)

In the sections that follow, which describe expectations in visual arts for Grades 1 to 8, some repetition has been necessary to reflect the progressive nature of skills development. Expectations dealing with skills that continue to be of major importance as students progress from grade to grade are repeated for all relevant grades. Progression is indicated either by means of increasingly complex examples or by modifications in the expectations. It should also be noted that all the skills described in these expectations continue to be developed and refined as students move on through the grades, whether or not they are repeated.

Visual Arts: Grade 1

Overall Expectations

By the end of Grade 1, students will:

- produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes;
- use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art;
- describe how the ideas in a variety of art works relate to their own knowledge and experience;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Specific Expectations

Knowledge of Elements

By the end of Grade 1, students will:

- recognize and name the primary colours of pigment (red, blue, yellow);
- identify the value of a colour (i.e., distinguish between lighter and darker tones of a colour);
- describe different kinds of lines (e.g., jagged, broken, straight, curved);
- identify the horizon line;
- distinguish between geometric and organic shapes and forms;
- describe the texture of various familiar objects (e.g., rough, smooth, slippery, wet), using vocabulary and terminology appropriate for this grade;
- identify the elements of design in familiar environments (e.g., the colours in the classroom; the shapes used in wallpaper samples; the forms found in a piano, rectangles, columns);
- identify a variety of art tools, materials, and techniques, and demonstrate understanding of their proper and safe use (e.g., brushes, sponges, fingers, sticks for painting; modelling clay for making sculptures; oil pastels, crayons, markers, pencil crayons for drawing).

Creative Work

By the end of Grade 1, students will:

- make artistic choices in their work, using at least one of the elements of design specified for this grade (e.g., create a three-dimensional work, using “found” materials to create specific textures);
- produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings (e.g., paint a picture about a class trip);
- identify, in a plan, the subject matter and the tools and materials they will use to produce an art work;
- identify strengths and areas for improvement in their own and others’ art works (e.g., “I like the way I painted the dog. Next time I will use smaller brushes so I can make the fur look real”).

Critical Thinking

By the end of Grade 1, students will:

- describe the subject matter in both their own and others' art work (e.g., *La Orana Maria* by Paul Gauguin and *Kettle of Soap* by Joseph-Charles Franchère, which depict people engaged in everyday activities);
- describe, using appropriate vocabulary, how artists use the elements of design to communicate information and create a particular mood (e.g., the use of the bright primary colours red and yellow to suggest happiness);
- express a response to an art work that clearly communicates how the ideas, information, and feelings relate to their own experiences (e.g., a response in which they note that the artist's representation of a boy playing with a dog relates to the stories they have been reading about pets).

Visual Arts: Grade 2

Overall Expectations

By the end of Grade 2, students will:

- produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
- use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art;
- describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Specific Expectations

Knowledge of Elements

By the end of Grade 2, students will:

- recognize and name the secondary colours of pigment (purple, orange, green);
- describe how the secondary colours can be created by mixing the primary colours (e.g., blue and yellow make green);
- identify types of lines in art works and in the environment (e.g., horizontal, vertical, diagonal);
- identify the characteristics of symmetrical shapes and forms (e.g., show that all sides of square objects are the same in length);
- identify and describe a variety of textures (e.g., rough: tree bark; smooth: plastics; ridged: corduroy fabrics);
- identify the elements of design in a variety of familiar objects (e.g., colour in clothing, symmetrical forms in buildings) and in works of art;
- describe different ways in which a variety of art materials, tools, and techniques can be used (e.g., construction paper can be fringed with scissors, used as a background for paintings, cut into shapes to make pictures), and demonstrate understanding of their safe and proper use.

Creative Work

By the end of Grade 2, students will:

- make artistic choices in their work, using at least two of the elements of design specified for this grade for a specific purpose (e.g., sharp, jagged lines to depict a bulldozer tearing up trees);
- produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings on familiar topics (e.g., using pencil crayons, make a drawing of a tree after observing real trees and trees in works by Emily Carr, Tom Thomson, and Vincent van Gogh);
- identify, in a plan, their specific choices of subject matter and tools, materials, and techniques (e.g., a plan to make a picture of their family in which they will use paint and fabric);
- identify strengths and areas for improvement in their own and others' art work, and explain their choice (e.g., "I did a good job of cutting out the circles. Next time I will choose a background colour that makes the circles stand out more").

Critical Thinking

By the end of Grade 2, students will:

- describe the subject matter of a variety of art works from various cultures and periods and in various styles (e.g., *Child and Dog* by Alex Colville and *The Sleeping Gypsy* by Henri Rousseau, which depict animals);
- describe, using appropriate vocabulary, how artists use the elements of design to create a specific effect (e.g., diagonal lines to suggest movement);
- describe the relationship between an art work and their own experiences (e.g., explain how the images used by an artist to represent winter are similar to or different from images that they would use to depict their own experiences of winter).

Visual Arts: Grade 3

Overall Expectations

By the end of Grade 3, students will:

- produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
- identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;
- describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied, and how the artists have used at least one of the elements of design;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Specific Expectations

Knowledge of Elements

By the end of Grade 3, students will:

- recognize and name the warm (red, orange, yellow) and cool (purple, green, blue) colours, and describe their emotional impact (e.g., a warm colour scheme may make people feel warmer);
- identify characteristics of a variety of lines (e.g., thick, thin, broken, dotted);
- label the foreground, middle ground, and background, and identify objects in each of these areas of a work;
- identify symmetrical and asymmetrical shapes in both the human-made environment and the natural world;
- describe textures that are real in art works (e.g., the smooth surface of a piece of pottery) and illusory (e.g., the rough texture of bark in a two-dimensional painting);
- identify elements of design in a variety of natural and human-made objects (e.g., the form of a tree is asymmetrical and its leaves and flowers may be symmetrical);
- use art tools, materials, and techniques correctly to create different effects (e.g., paint with a sponge to create an open, airy feeling in a work; apply paint thickly with a brush to suggest heaviness).

Creative Work

By the end of Grade 3, students will:

- solve artistic problems in their art works, using at least three of the elements of design specified for this grade (e.g., describe why they placed objects in the foreground, middle ground, or background);
- produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes (e.g., produce a mural in a group interpreting a Native legend through colour, shape, and line);
- identify and explain the specific choices they made in planning, producing, and displaying their own art work (e.g., the choices of subject matter, colours, location for display);
- identify strengths and areas for improvement in their own and others' art work (e.g., the need to have better control in using paints).

Critical Thinking

By the end of Grade 3, students will:

- identify the similarities and differences in content between two or more works on a related theme (e.g., describe the artists' choices of subject matter in landscapes like *The Tangled Garden* by J. E. H. MacDonald and *Lake George in the Woods* by Georgia O'Keeffe);
- explain how the artist has used the elements of design to communicate feelings and convey ideas (e.g., show that the artist has placed certain objects in the foreground of a picture to convey the idea that they are important);
- state their preference for a specific work and defend their choice with reference to both their own interests and experience and to the artist's use of one or more of the elements of design (e.g., select a painting of skaters because they like skating and because they like the way the artist has used colours in the picture to create contrast and convey emotions).

Visual Arts: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;
- identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;
- describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (i.e., on ways in which an artist has used the elements of design for expressive purposes) and on their own knowledge and experience;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Specific Expectations

Knowledge of Elements

By the end of Grade 4, students will:

- identify monochromatic colour schemes (i.e., tints and shades of one colour);
- identify the emotional quality of lines (e.g., smooth, flowing, horizontal lines create a feeling of peace and harmony; sharp, jagged, vertical lines create a feeling of energy and unease);
- demonstrate awareness that the overlapping of shapes is one way of creating the illusion of depth;
- distinguish between relief and free-standing sculpture;
- describe ways in which artists use a variety of tools, materials, and techniques to create texture (e.g., painting with a palette knife, embedding fabric in gesso, gouging Plasticine);
- describe their knowledge of the strengths and limitations of a variety of familiar art tools, materials, and techniques, which they gained through experiences in drawing, painting, sculpting, and printmaking (e.g., “found” materials can provide a rich assortment of textures for mask making, but may be difficult to fasten to the surface of the mask);

- demonstrate understanding of the proper and controlled use of art tools, materials, and techniques singly and in combination (e.g., outline shapes, create shading, or colour a surface using both the point and the side of pencil crayons; create texture using cross-hatching).

Creative Work

By the end of Grade 4, students will:

- solve artistic problems in their art work, using the elements of design specified for this grade (e.g., create a self-portrait and defend their colour choices);
- produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a poster for display in the school library to commemorate a personal literary hero, using an additive form of printmaking);
- plan a work of art, identifying the artistic problem and a proposed solution (e.g., plan to use a sponge to paint the background of an underwater scene to produce a bubbly environment for the fish to swim through);

- identify strengths and areas for improvement in their own work and that of others.

Critical Thinking

By the end of Grade 4, students will:

- describe how a variety of artists working in different styles and media and in different historical periods have used the elements of design and/or tools, materials, and techniques of their art (e.g., describe buildings made in different historical periods, such as the CN Tower, a Native longhouse, and the Parliament Buildings in Ottawa, and show how the availability of certain materials influenced the designers or architects);
- explain how the elements of design are organized in a work of art to communicate feelings and convey ideas (e.g., explain that, by painting a picture using a monochromatic colour scheme for all the houses on a street except one, the artist has conveyed the idea that all of these houses are uniform and that the one in a different colour is unique);
- state their preference for a specific work chosen from among several on a similar theme, and defend their choice with reference to their own interests and experience and to the artist's use of the various elements of design (e.g., the artist's repeated use of lines, colours, and shapes create patterns that convey a sense of harmony and formality).

Visual Arts: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;
- define the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;
- describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (especially on ways in which an artist has used the elements of design to clarify meaning) and on their own knowledge and experience;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Specific Expectations

Knowledge of Elements

By the end of Grade 5, students will:

- identify the three pairs of complementary colours (red and green, purple and yellow, blue and orange);
- describe how line may be used to define shapes and forms and to create movement and depth;
- identify how the shading of shapes can be used to create the illusion of depth (e.g., create a spherical form by shading one side of a circle);
- identify negative and positive shapes in works of art and the environment (e.g., shapes created by both the branches of a tree and the spaces between the branches);
- recognize and describe the relationship between a work of art and its surroundings (e.g., the size and type of sculpture that is displayed in the foyer of a building should be appropriate for the building);
- identify tools and techniques used by artists to create the illusion of texture (e.g., a pencil for cross-hatching, a paint brush for producing thick layers of paint);

- describe the strengths and limitations of various art tools, materials, and techniques (e.g., identify drawing tools, such as charcoal, pencil crayons, and pastels, and describe their effectiveness on specific surfaces);
- select the most appropriate tools, materials, and techniques for a particular purpose, and use them correctly.

Creative Work

By the end of Grade 5, students will:

- organize their art works to create a specific effect, using the elements of design (e.g., create a still life depicting their favourite foods, and explain how they used colour, texture, and shape to appeal to the viewer's senses);
- produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., using electronic media, design an eye-catching title page for their science notebook that clearly communicates the topic for a specific unit of study);

- identify, in their plan for a work of art, the artistic problem and a number of possible solutions (e.g., identify different types of subject matter that they could use to express their concern for the environment);
- identify strengths and areas for improvement in their own work and that of others.

Critical Thinking

By the end of Grade 5, students will:

- compare works on a similar theme (e.g., seasons) from various periods and cultures, and describe the impact of time and location on style (e.g., *The Red Maple* by A.Y. Jackson; *The Harvesters* by Pieter Brueghel the Elder; and an Egyptian fresco, *The Fields of the Blest*);
- describe the connection between an element of design and a specific artistic purpose, using appropriate vocabulary (e.g., the artist has used soft colours and circular shapes to emphasize the loving relationship between the mother and child);
- defend their preference for specific art works with reference to at least three elements of design (e.g., the artist's use of curved lines to show movement, shading to create the illusion of texture, and colour to define form communicates a feeling of excitement).

Visual Arts: Grade 6

Overall Expectations

By the end of Grade 6, students will:

- produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;
- identify the elements of design (colour, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;
- explain their interpretation of a variety of art works, supporting it with examples of how the elements and some of the principles of design are used in the work;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Specific Expectations

Knowledge of Elements

By the end of Grade 6, students will:

- identify colour relationships, using a basic colour wheel that they have made (e.g., the combination of a primary and a secondary colour will create a tertiary colour such as blue-green);
- describe how line can be used to direct the viewer's attention (e.g., the eye is drawn along the line of an outstretched arm to other areas of the work);
- describe how one-point perspective can be used to create the illusion of depth (e.g., the space between railway tracks appears to narrow, creating the illusion of distance);
- demonstrate understanding that shadows and shading create the illusion of a third dimension (e.g., explain that adding the appropriate shading to an object makes the object look three-dimensional);
- identify things to be considered when placing a sculpture in a specific location (e.g., the amount and type of light available);
- describe how artists may use texture to represent or to evoke an emotional response (e.g., a rough texture to represent strength, anger, or something unpleasant);
- describe how the strengths and limitations of both traditional and contemporary art tools, materials, and techniques affect artistic choices (e.g., strengths and limitations of pens, twigs, feathers, and brushes as tools for applying watercolours and ink in specific ways);
- identify the most appropriate tools, materials, and techniques for the size and scope of the work and use them correctly (e.g., select the appropriate tools to draw plants they have observed).

Creative Work

By the end of Grade 6, students will:

- solve artistic problems in their work, using the elements of design and at least one of the principles of design specified for this grade (e.g., create a work depicting a local historical event, using line and colour as means of emphasis to highlight the most important aspect of the picture);

- produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a sculpture out of clay that shows a figure engaged in a typical pioneer activity);
- describe, in their plan for a work of art, how they will research their subject matter (e.g., by examining photographs and art works on the same theme), select their media, and use the elements and principles of design in solving the artistic problems in the work;
- identify strengths and areas for improvement in their own work and that of others.
- explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design to communicate an idea or feeling (e.g., the brush strokes, the rhythmic, swirling lines, and the strong, bright colours in the stars in *The Starry Night* by van Gogh create a feeling of movement and excitement);
- identify the function of visual arts in their community and the contribution that the visual arts make to the economy.

Critical Thinking

By the end of Grade 6, students will:

- compare works from various periods and cultures, and describe how the artists have used the elements and principles of design (e.g., compare ceremonial headdresses and masks by traditional Haida artists with *Thunderbird Man* by Daphne Odjig, focusing on their use of balance);
- demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions (e.g., explain that, in a seascape, the artist emphasizes the size and power of an iceberg by placing it in the foreground and using bold, diagonal lines to define it);

Visual Arts: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms;
- identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;
- explain how artistic choices affect the viewer, and support their conclusions with evidence from the work;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Specific Expectations

Knowledge of Elements

By the end of Grade 7, students will:

- describe how the repetition of elements is used to create rhythm (e.g., the use of red both in the flowers and in the tablecloth causes the eye to move from one location in the picture to the other);
- identify the area of emphasis (or focal point) in a work of art;
- describe how two-point perspective is used to create the illusion of depth (e.g., in a drawing of a building that appears to have three dimensions);
- distinguish between formal (symmetrical) and informal (asymmetrical) balance in compositions;
- explain how the intent, character, and size of a work determine which tools, materials, and techniques the artist will use (e.g., fine detail may best be produced with pen and ink);
- use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect (e.g., use splatter painting or dry brush technique to represent the rhythms, melody, and dynamics in a piece of music).

Creative Work

By the end of Grade 7, students will:

- organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use informal balance in an art work to aid in the depiction of two sides of an issue);
- produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create a mask from “found” materials to celebrate the coming of spring);
- describe, in their plan for a work of art, how they will research their subject matter, select the appropriate form and media, and use the elements and principles of design to solve the artistic problems in the work (e.g., before making a sculpture of an animal, they might examine the work of Robert Bateman and Henry Moore, make sketches of the animal in different poses, and experiment with a variety of tools on clay samples to create the desired textures);

- identify strengths and areas for improvement in their own work and that of others (e.g., by analysing the decisions they made, the methods they used, and the ways in which they dealt with unexpected problems).

Critical Thinking

By the end of Grade 7, students will:

- describe how artists representing a variety of historical periods, styles, and cultures have used the elements and principles of design to create a specific effect (e.g., colour, line, or texture for emphasis in works by people of various cultural backgrounds in Canada, such as *Lyra* by Aiko Suzuki, *Royal Crown* by Xenobia Bailey, and *Sleigh Race Across the Ice* by Cornelius Krieghoff);
- explain how the principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology (e.g., the repetition of small squares arranged in vertical and horizontal lines in a work by Mondrian creates pathways through the work and, therefore, a feeling of movement);
- explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design (e.g., the smooth texture and balanced forms of Inuit soapstone carvings effectively communicate the artists' harmonious relationship with the natural world);
- identify ways in which the visual arts affect various aspects of society and the economy.

Visual Arts: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms;
- define the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;
- explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from the work;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Specific Expectations

Knowledge of Elements

By the end of Grade 8, students will:

- describe how the repetition of elements of design creates rhythm, which unifies the composition (e.g., the diagonal lines in the trees are repeated in the horses and jockeys, and this repetition helps to link the foreground and the background);
- describe how the elements of design are used to create the area of emphasis (focal point) in a work of art (e.g., contrasts in colour, line, shape, or texture can serve to emphasize specific aspects of the work);
- describe how the elements of design are used to create formal (symmetrical) and informal (asymmetrical) balance in compositions;
- explain how the size, scope, and intent of a work determine which tools, materials, and techniques the artist will use (e.g., liquid tempera, large brushes, and mural paper for making a mural);
- use tools, materials, and techniques correctly, selecting those that are appropriate for the size, scope, and intent of the work.

Creative Work

By the end of Grade 8, students will:

- organize their art works to create a specific effect, using at least two of the principles of design specified for this grade (e.g., create a work of art using rhythm and emphasis to communicate a particular mood);
- produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create an illustration for a children's book, using pen and ink and watercolour washes);
- describe, in their plan for a work of art, the main idea they wish to communicate and the artistic decisions they have made to support that message;
- identify strengths and areas for improvement in their own work and that of others, and describe possible strategies for improving their work.

Critical Thinking

By the end of Grade 8, students will:

- describe how artists representing various periods, styles, and cultures have used similar materials, tools, and the principles of design for a variety of purposes (e.g., the use of design principles in textiles like raffia cloth from Zaire, gowns from the Mandingos of West Africa, and embroidered dresses from Palestine), and recognize that many modern artists and designers (e.g., textile designers) are influenced by designs from other periods and cultures;
- explain how the effective use of the elements and principles of design contributes to an art work’s ability to communicate feelings, convey ideas, and enrich people’s lives (e.g., the effective use of formal balance in the design of a building can enable people to feel a sense of order and harmony when looking at or being in that building);
- explain their preference for specific art works, with reference to the artist’s use of the principles of design and their understanding of the ideas and feelings expressed in the work (e.g., Colville’s use of sombre colours and informal balance in *Horse and Train* conveys a strong sense of impending disaster).

Drama and Dance

Since drama and dance have many aspects in common, they are combined for the purposes of this document. The drama and dance curriculum is intended to help students to develop an understanding and appreciation of drama and dance, as well as the ability to create works using the forms, elements, and techniques of these two disciplines. Through exploring drama and dance, students will develop an understanding of themselves and others, and will learn about the lives of people in different times, places, and cultures. They will develop practical, artistic skills in both disciplines, as well as critical-thinking skills and a variety of communication skills.

Role playing is a key component of the drama and dance curriculum. Pretending to be someone else involves an act of the imagination that is of central importance in the development of the ability to understand others. As students “live through” experiences of others, they learn to understand a variety of points of view and motives, and to empathize with others. They also learn to clarify their own point of view and develop their ability to think carefully.

In order to create works in drama and dance, students need to acquire a range of skills and some specific knowledge. The expectations identified for each grade level describe the specific knowledge and skills that students will develop and demonstrate in their work. In Grades 1 and 2, students will begin to use stories, plays, and poems to explore real and imaginary situations, and will develop the ability to respond appropriately to others verbally and in non-verbal ways (e.g., with gestures and facial expressions). They will use role playing and movement strategies to communicate their thoughts and feelings in various situations, and will begin to develop a sense of audience. In Grade 2, students will begin to write in role – that is, to write as someone else, such as a character in a drama – in order to develop their ability to understand others. In Grade 3, they will begin to explore the use of technology as another means of expressing mood. In Grades 4 and 5, students will further develop their sense of audience, and they will select appropriate symbols, manipulate story elements, and experiment with various techniques to create different effects for different audiences. In Grade 6, they will use research skills to expand their understanding of different kinds of problems and to help them find solutions. In Grades 7 and 8, they will refine their ability to evaluate the quality of performances by writing critiques of their own and others’ work and reviewing theatrical performances.

In all grades, students will draw upon a variety of sources – such as literature, historical and current events, and topics and themes from other subject areas, particularly the other arts – in order to create presentations in which they communicate their interpretation of situations and the motives of various characters. As students engage in creating and critiquing works of drama and dance, they will develop their awareness of aesthetic issues not only in drama and dance, but in the arts generally, and they will learn about ways in which the arts are interconnected. They will also learn to use technology both for observing performances by accomplished artists (e.g., films, videocassettes) and in creating their own presentations (e.g., lighting, musical recordings).

It is important that students learn to use all equipment and materials safely (e.g., props, electronic equipment), and to take proper care in doing dance sequences and presentations (e.g., do warm-up exercises before taking part in any strenuous physical activity).

In the sections that follow, which describe expectations in drama and dance for Grades 1 to 8, some repetition has been necessary to reflect the progressive nature of skills development. Expectations dealing with skills that continue to be of major importance as students progress from grade to grade are repeated for all relevant grades. Progression is indicated either by means of increasingly complex examples or by modifications in the expectations. It should also be noted that all skills described in these expectations continue to be developed and refined as students move on through the grades, whether or not they are repeated.

Drama and Dance: Grade 1

Overall Expectations

By the end of Grade 1, students will:

- demonstrate an understanding of some basic elements of drama and dance (e.g., character, rhythm);
- interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences);
- create short dance pieces, using techniques learned in this grade;
- communicate understanding of works in drama and dance through discussion, movement, and visual art work;
- solve problems in everyday situations through role playing and movement in drama and dance.

Specific Expectations

Knowledge of Elements

By the end of Grade 1, students will:

- identify ways in which the voice and body can be used to convey thoughts and feelings when role playing (e.g., changing tone of voice and volume; changing speed or rhythm of movement);
- identify and correctly use drama and dance vocabulary (e.g., *in role*, *out of role*, *position*, *direction*);
- identify the meaning of symbols used in their dramatic exploration of stories and poems (e.g., the “circle of friendship”);
- describe some basic ways in which the body can be used in space and time (e.g., freezing in position to look like a statue);
- demonstrate their knowledge of the movements of natural objects and materials (e.g., trees, flowers, water), using their voice and/or body.

Creative Work

By the end of Grade 1, students will:

- communicate their responses to a variety of stimuli (e.g., nursery rhymes, poetry, stories, picture books) by using elements of drama and dance (e.g., chanting in a group, movement);

- use the vocabulary and body movements of a particular character when role playing;
- demonstrate control of their bodies when moving like different objects and animals (e.g., a clock ticking, a cat stretching);
- create dance phrases, showing the beginning and the end of their work in appropriate ways.

Critical Thinking

By the end of Grade 1, students will:

- describe ways in which the experiences of characters in simple performances relate to their own experiences;
- identify themes and subjects used in works of drama and dance;
- demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face);
- identify ways in which role playing and movement are part of their daily experience (e.g., changing tone of voice or speed of walking to express a mood).

Drama and Dance: Grade 2

Overall Expectations

By the end of Grade 2, students will:

- describe some of the basic elements of drama and dance (e.g., time, space);
- interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using several basic drama and dance techniques (e.g., tableaux);
- create short dance pieces, using techniques learned in this grade;
- communicate understanding of works in drama and dance through discussion, writing, movement, and visual art work;
- solve problems in various situations through role playing and movement in drama and dance.

Specific Expectations

Knowledge of Elements

By the end of Grade 2, students will:

- identify and use some key elements of drama and dance in exploring source materials (e.g., move at different speeds and different levels to music or to the words of a poem);
- use the vocabulary, tone of voice, and body movements appropriate for a specific character when role playing;
- write in role as characters in a story, using the vocabulary and portraying the attitudes of the characters;
- describe their own and others' work, using drama and dance vocabulary (e.g., identify the tableau as a way of crystallizing a moment of importance in a story);
- identify and describe symbols that are relevant to the meaning of stories and poems (e.g., the heart as a symbol of love);
- distinguish between real and imaginary situations in drama and dance;
- recognize and demonstrate movement sequences used by specific characters or found in their natural surroundings (e.g., the sequence of movements of a knight donning armour; the sequence of movements of a butterfly emerging from a cocoon);

- identify parts of the body and describe the variety of movements that can be done by each of them.

Creative Work

By the end of Grade 2, students will:

- speak in role as characters in a story, assuming the attitude and gestures of the people they are playing (e.g., as a courtier, bow to the king and use appropriate language when speaking to him);
- demonstrate the ability to move and control their bodies in space and time (e.g., by creating tableaux in small groups);
- use language and non-verbal means of communication effectively for a variety of purposes both in and out of role (e.g., explain why a character in a story or drama should not leave home);
- perform a “soundscape” or sound collage based on a theme or topic studied in another area of the curriculum (e.g., portray wind and moving water studied in science);
- interpret songs, music, poetry, or images, using elements of movement (e.g., rhythm, space).

Critical Thinking

By the end of Grade 2, students will:

- compare what they experience through drama and dance presentations with their experience of daily life;
- ask and respond appropriately to relevant questions, in and out of role, about characters and dramatic situations being explored (e.g., “Do we have the necessary equipment to go down into the mine?”);
- compare, while working with others, some possible solutions to problems identified through drama and dance (e.g., finding the way home when lost in the forest);
- identify specific aspects (e.g., movements, words) of their work and that of others that were effective (e.g., the scary way the dancer stopped and turned).

Drama and Dance: Grade 3

Overall Expectations

By the end of Grade 3, students will:

- describe basic elements of drama and dance (e.g., suspense, pattern, energy);
- interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and dance techniques (e.g., writing in role);
- create short dance pieces, using techniques learned in this grade;
- compare their own work with the work of others in drama and dance through discussion, writing, movement, and visual art work;
- solve problems presented in different kinds of dramatic situations through role playing and movement;
- use available technology appropriately to enhance their work in drama and dance.

Specific Expectations

Knowledge of Elements

By the end of Grade 3, students will:

- demonstrate an understanding of a character’s point of view through writing and speaking in role, and through using body movement in role (e.g., write diary entries and plant grain as a pioneer in Upper Canada);
- describe their own and others’ work in drama and dance, using appropriate vocabulary (e.g., *character, suspense, rhythm*);
- explain the importance of symbols used in specific stories, poems, and dances;
- demonstrate the ability to concentrate while in role in drama and dance (e.g., during an improvisation; while performing a dance);
- recognize and choose appropriate elements of movement for dramatizing their responses to different stimuli or ideas (e.g., real-life situations, the scientific concept of magnetic force);
- identify technological means of creating different effects (e.g., the use of recorded music or lighting to heighten suspense);

- describe the kinds of energy involved in a sequence of movements (e.g., energy related to speed or force);
- distinguish between a variety of dance forms, using specific criteria (e.g., steps, music, costumes).

Creative Work

By the end of Grade 3, students will:

- defend a point of view through speaking and writing in role (e.g., as townsfolk, plead with the mayor to save their town);
- create works of drama and dance, using appropriate elements (e.g., rhythm, form);
- communicate, through movement, their thoughts and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm);
- write and perform chants.

Critical Thinking

By the end of Grade 3, students will:

- identify effective uses of drama and dance elements in performances (e.g., form, space, pattern, energy) and compare their own responses with those of their peers;
- identify the themes and subjects found in drama and dance works, and make links between these and their own experiences;
- clarify the meaning of complex or ambiguous dramatic situations (e.g., by posing questions in and out of role to characters in a drama);
- solve artistic problems in drama and dance in cooperative work groups (e.g., discuss the effect of combining different voices in choral reading; discuss the effects of using one dancer or several to convey a message);
- explain how their understanding of work in dance and drama has been increased through research (e.g., through the use of reference books and the Internet, it is possible to find information about the rain-forest to make an imaginary journey there more believable).

Drama and Dance: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- demonstrate understanding of some of the principles involved in the structure of works in drama and dance (e.g., variety, unity);
- interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques (e.g., techniques used in the activity of “inner and outer circle”);
- communicate, orally and in writing, their response to their own and others’ work in drama and dance (e.g., through discussions, interviews, research projects);
- identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups;
- explain their use of available technology to enhance their work in drama and dance.

Specific Expectations

Knowledge of Elements

By the end of Grade 4, students will:

- demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story (e.g., using the first-person point of view);
- describe and interpret their own and others’ work, using appropriate drama and dance vocabulary (e.g., terms for elements of surprise, aspects of energy, use of space);
- identify and explain the use and significance of symbols or objects (e.g., gestures to represent grief, letters in an old trunk) in drama and dance;
- identify and describe how the principles of variety and unity are used in drama and dance productions;
- identify and describe examples of movement found in their environment, and explain their use in creative movement;
- describe aspects of dances from a variety of cultures (e.g., styles, costumes, music, forms, steps, positions);
- demonstrate awareness of the need to do warm-up exercises before engaging in activities in dance.

Creative Work

By the end of Grade 4, students will:

- enact or create, rehearse, and present drama and dance works based on novels, stories, poems, and plays;
- represent and interpret main characters by speaking, moving, and writing in role (e.g., write and present monologues);
- demonstrate control of voice and movement by using appropriate techniques (e.g., projection and enunciation in choral speaking);
- demonstrate the ability to maintain concentration while in role (e.g., create tableaux in small groups, using different levels, a specific focus, facial expressions, and symbols to convey meaning);
- create and present a short choreography individually or in a group;
- demonstrate an understanding of the use of production technology to create different effects (e.g., the use of music for surprise; the use of lighting to create shadows that suggest danger).

Critical Thinking

By the end of Grade 4, students will:

- explain how elements of drama and dance work together to create an intended effect on the audience;
- identify their own feelings and reactions in various situations, and compare them with those of a character they have portrayed;
- solve problems in drama and dance, individually and in groups, by analysing the problems;
- explain the importance of research in producing effective dramatizations (e.g., in portraying people in history, depicting current world events).

Drama and Dance: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- demonstrate understanding of some of the principles (e.g., contrast, harmony) involved in the structuring of works in drama and dance;
- interpret and communicate the meaning of stories, films, plays, songs, and other material drawn from different sources and cultures, using a range of drama and dance techniques (e.g., using a “corridor of voices”);
- create dance pieces, using a variety of techniques;
- describe, orally and in writing, their response to their own and others’ work in drama and dance, gather others’ responses (e.g., through interviews, research), and compare the responses;
- solve problems presented through drama and dance, working in large and small groups and using various strategies;
- use different forms of available technology to enhance their work in drama and dance.

Specific Expectations

Knowledge of Elements

By the end of Grade 5, students will:

- demonstrate awareness of audience when writing in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking as a character in a drama;
- use drama and dance vocabulary in describing and interpreting their own and others’ work (e.g., *conflict, setting, rhythm, pace*);
- explain drama and dance techniques (e.g., body language, group formations) and use them to convey information and feelings;
- identify the significance of symbols or objects in drama and dance, and use props appropriately;
- demonstrate the ability to sustain concentration in drama and dance (e.g., by adding transitions between tableaux);
- describe the use of sequential patterns in both drama and dance (e.g., in the organization of a plot; in movements in various dance types);

- demonstrate understanding of the use of technology in creating contrasting effects (e.g., fast/slow, dark/light, loud/soft);
- describe various dance forms (e.g., creative dances, social dances).

Creative Work

By the end of Grade 5, students will:

- create characters and portray their motives and decisions through speech (e.g., vocabulary, volume) and movement (e.g., hand gestures, facial expressions, pace);
- rehearse and perform small-group drama and dance presentations drawn from novels, poems, stories, plays, and other source materials;
- select words, visual images, and sounds from other subjects in the curriculum for interpretation and dramatization;
- identify the elements of drama and dance that are best suited for conveying a specific subject or theme in drama and dance.

Critical Thinking

By the end of Grade 5, students will:

- explain how elements of drama and of dance work together to create different effects on the audience (e.g., staging, lighting, use of music);
- describe some drama and dance performances, and compare events in them with their own experiences;
- describe, orally and in writing, the differences between their own responses to a situation and the responses of a character they have portrayed (e.g., record their responses in a journal);
- evaluate drama and dance presentations done in class;
- solve problems in drama and dance individually and in groups (e.g., negotiate the “best” ending to an improvisation), and evaluate the solutions;
- provide support for their interpretations of personal experiences and aspects of history, which they have presented through drama and dance (e.g., arrival in a new country, life in a medieval village), using various research resources to gather information;
- explain the use of rhythm and movement in their dance pieces.

Drama and Dance: Grade 6

Overall Expectations

By the end of Grade 6, students will:

- demonstrate an understanding of the principles involved in the structuring of works in drama and dance;
- interpret and communicate the meaning of novels, scripts, legends, fables, and other material drawn from a range of sources and cultures, using a variety of drama and dance techniques (e.g., “reader’s theatre”), and evaluate the effectiveness of the techniques;
- evaluate, orally and in writing, their own and others’ work in drama and dance (e.g., performances, multimedia presentations);
- create dance pieces, using a variety of techniques;
- solve problems presented through drama and dance in different ways, and evaluate the effectiveness of each solution;
- create different interpretations of their work in drama and dance, using available technology.

Specific Expectations

Knowledge of Elements

By the end of Grade 6, students will:

- demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes (e.g., to entertain, inform, persuade);
- describe the meaning and evaluate the effect of the work of others, using drama and dance vocabulary correctly (e.g., *focus, energy, style, balance*);
- identify and describe examples of balance, harmony, and contrast in drama and dance productions;
- identify the significance of symbols in dramatic explorations, and use various props appropriately;
- recognize when it is necessary to sustain concentration in drama and dance (e.g., when they are performing in a large-group improvisation over an extended period of time);
- explain and demonstrate the use of different patterns in creating effects in drama and dance (e.g., patterns of pace and direction; symmetry);

- recognize and name characteristics of drama and dance performances that incorporate technology, visual art, music, and popular media to create artistic effects;
- describe the skills needed to perform in public;
- distinguish between different dance forms and different theatrical genres.

Creative Work

By the end of Grade 6, students will:

- interpret and perform some types of dances and forms of drama (e.g., folk dances; mime, choral reading);
- create dances, using steps and positions borrowed from a variety of dance forms;
- explain the function of masks, and use masks in their drama and dance presentations;
- create, rehearse, and present drama and dance works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures;

- create drama and dance productions in which they make effective use of the principles of harmony, balance, and contrast;
- produce a short script that makes use of a variety of technologies to create different effects for different audiences (e.g., tape recorder, still camera, stage lighting).

Critical Thinking

By the end of Grade 6, students will:

- present and defend their analysis of a performance, focusing on assessment of the ways in which various elements of drama and dance are used together (e.g., structure, texture, harmony, contrast);
- evaluate drama and dance performances, with reference to their own experiences in daily life;
- solve artistic problems in drama and dance, individually and in groups, and evaluate the solutions;
- explain their preferences for specific drama and dance works;
- provide evidence for their interpretations of personal experiences and events of social significance, which they present through drama and dance, using a variety of research sources;
- identify the function of dance and drama in their community and the contribution that dance and drama make to the economy.

Drama and Dance: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- describe the overall effects of various aspects of drama and dance (i.e., elements, principles, techniques);
- interpret and communicate the meaning of novels, scripts, historical fiction, and other material drawn from a wide variety of sources and cultures, using a variety of drama and dance techniques (e.g., drama anthologies);
- create dance pieces, using a variety of techniques;
- evaluate, orally and in writing, their own and others' work in drama and dance, using criteria developed by the class;
- solve, in various ways, a problem that is presented through drama and dance, and explain ways in which each solution is effective;
- create different interpretations of a single drama or dance work, using available technology for performance.

Specific Expectations

Knowledge of Elements

By the end of Grade 7, students will:

- demonstrate understanding of the motives of the characters they interpret through drama and dance (e.g., explain the motives and accurately represent the attitudes of a character through voice quality, gestures, body movements);
- write in role in various forms (e.g., reports, speeches, interviews), showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed;
- use drama and dance vocabulary correctly (e.g., *crisis, space, symbol, drama anthology, texture*) in analysing the meaning and effect of their own and others' work;
- explain the significance of the materials, props, costumes, and symbols used in drama and dance;
- identify ways of sustaining concentration in drama and dance (e.g., remaining in role when playing a character being interviewed);

- recognize and use criteria for evaluating the quality of drama and dance performances;
- choose specific kinds of technology to enhance their drama and dance work, and explain their choices (e.g., slide projectors, microphones);
- identify different theatrical venues and their effect on modes of presentation (e.g., outdoor spaces, theatre in the round).

Creative Work

By the end of Grade 7, students will:

- interpret and present scripts, paying attention to the subtext, characters, and setting;
- create and present drama anthologies, independently and in a group, manipulating various techniques of drama and dance and incorporating multimedia technology;
- develop a routine of warm-up exercises and use it regularly before engaging in dance activities;

- assemble, rehearse, and perform a collection of drama and dance works based on themes and issues drawn from a variety of sources from diverse cultures;
- communicate abstract ideas through drama and dance (e.g., create a movement composition that is inspired by a set of symbols).

Critical Thinking

By the end of Grade 7, students will:

- evaluate the quality of a drama and a dance performance by writing a review that refers to what was seen, heard, and experienced;
- identify performance techniques that have an effect on the audience's emotions and senses (e.g., senses of hearing and sight), and evaluate their use in a performance;
- describe the significance of drama and dance in their lives (e.g., write reflections on their aesthetic experiences in a journal);
- describe the economic and social impact of drama and dance in our society (e.g., research the role of drama and dance in films and videos, and in television programming);
- research and dramatize material from various sources (e.g., material from autobiographies, history books);
- describe how different cultures use drama and dance;
- describe attitudes and skills needed to organize and perform a group theatrical work.

Drama and Dance: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- evaluate the overall effect of various aspects of drama and dance (i.e., elements, principles, techniques, style);
- interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex drama and dance techniques (e.g., “forum theatre”);
- create drama pieces, selecting and using a variety of techniques;
- critique, orally and in writing, their own and others’ work in drama and dance, using criteria developed independently and in a group;
- critique solutions to problems presented in drama and dance, make decisions in large and small groups, and defend their artistic choices;
- create different multimedia interpretations of a single work, using available technology to enhance their work in drama and dance performances.

Specific Expectations

Knowledge of Elements

By the end of Grade 8, students will:

- demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations;
- describe theatrical dance performances, and distinguish between the types or styles used (e.g., ballet, modern, jazz, folk, ethnic);
- write in role in various forms (e.g., monologues, speeches, radio or television broadcasts), showing understanding of the complexity of a dramatic situation and using appropriate vocabulary, tone, and voice for the character portrayed;
- use the vocabulary of drama and dance correctly (e.g., *metaphor* in drama, *symmetry* in dance composition) in analysing, explaining, and critiquing the meaning and effect of their own and others’ work;
- identify ways of sustaining concentration in drama and dance (e.g., focusing on the character’s motives in order to stay in role);
- identify and evaluate the variety of choices made in drama and dance that influence

groups to make different interpretations or representations of the same materials;

- choose technology for enhancing their drama and dance work, and evaluate the effectiveness of their choice (e.g., camcorders, lighting dimmers).

Creative Work

By the end of Grade 8, students will:

- write in role, analysing the subtext of a script and the attitudes and points of view of the characters portrayed;
- write, memorize, and present, through drama and dance, short documentary scenes based on their improvisational work and on source material drawn from diverse cultures;
- create dance compositions based on material explored in drama;
- create a dance warm-up program, alone or with another student;
- select appropriate themes that deal with specific situations and that are aimed at a specific audience;

- organize and carry out a group improvisation;
- produce pieces that deal appropriately with youth problems (e.g., pieces created through forum theatre);
- produce work as a member of an ensemble.

Critical Thinking

By the end of Grade 8, students will:

- review drama and dance performances, orally or in writing, critiquing the use of elements and techniques in the particular genre of the piece;
- evaluate the overall effect of a performance in drama and dance, analysing the key elements;
- identify and discuss the qualities and skills needed to create and perform productions in drama and dance;
- produce pieces of writing in which they reflect on their experiences in drama and dance, and in which they show their ability to analyse and find solutions to problems in real life;
- dramatize material that they have researched from primary sources (e.g., historical documents), and use it effectively in presenting documentary scenes.

Explanatory Notes

The following definitions of terms are intended to help teachers and parents use this document.

Achievement levels. Brief descriptions of four different degrees of achievement of the provincial curriculum expectations for any given grade. Level 3, which is the “provincial standard”, identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

Expectations. The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. The new Ontario curriculum for the arts identifies expectations for each grade from Grade 1 to Grade 8.

Strands. The three major areas of knowledge and skills into which the curriculum for the arts is organized. The strands for the arts are: Music, Visual Arts, and Drama and Dance.

Music

2/4 time. Time signature that indicates that there are two beats to a bar and the quarter-note gets one beat. Also called *simple duple*.

3/4 time. Time signature that indicates that there are three beats to a bar and the quarter-note gets one beat. Also called *simple triple*.

4/4 time. Time signature that indicates that there are four beats to a bar and the

quarter-note gets one beat. Also called *simple quadruple*.

Absolute music. “Abstract” music or music written in specific forms for its own sake – that is, with no connection to a story or other type of “program”.

Articulation. The joining or separation of tones.

Bass clef. The clef used for lower-pitched instruments or voices.

Beat. A steady pulse.

Binary form. A musical form that consists of two sections (AB).

Body percussion. Clapping of hands, snapping of fingers, or tapping of any part of the body to produce different sound effects.

Brass instrument. Instrument that is made of metal and that has a cupped mouthpiece (e.g., trumpet, trombone, tuba).

Coda. An extra section of music at the end of a piece.

Conducting patterns. Patterns by which the conductor indicates the beats in a bar.

Crescendo. A common term for the gradual increase in volume.

Da capo al coda. Abbreviated as *D.C. al coda*. Indication to return to the beginning of the piece and play to *al coda*, then play the coda.

Da capo al fine. Abbreviated as *D.C. al fine*. Indication to return to the beginning of the piece and play to *fine* (the end).

Dal segno al coda. Abbreviated as *d.s. al coda*. Indication to return to the sign § and play to *al coda*, then play the coda.

Dal segno al fine. Abbreviated as *d.s. al fine*. Indication to return to the sign § and then play to *fine* (the end).

Decrescendo. A common term for the gradual decrease in volume.

Dotted note or rest. A note or rest to which the dot adds one-half its value. The following are some examples in 2/4, 3/4, and 4/4 time:

- **dotted half-note.** A note that is held for three beats.
- **dotted half rest.** Indication of a period of silence lasting three beats.
- **dotted quarter-note.** A note that is held for one and one-half beats.
- **dotted quarter rest.** Indication of a period of silence lasting for one and one-half beats.

Dynamics. The varying degree of volume.

Eighth-note. A note that is held for one-half of a beat.

Eighth rest. Indication of a period of silence lasting for one-half of a beat.

Elements of music. Fundamental components of music. They include pitch, beat, rhythm, melody, dynamics, tone colour, texture (e.g., homophony, polyphony), form.

Family of instruments. A grouping of similar types of musical instruments. In European music, there have traditionally been four families of instruments (i.e., woodwinds, brass, strings, and percussion). Some musicologists now add extra families to include electronic instruments and musical instruments of other parts of the world.

First and second endings. Signs that indicate the following procedure: at the repeat sign at the end of the first ending, the performer repeats the section just played, then goes on to play the second ending.

Form. The structure of a piece of music.

Found instrument. An object that can produce a rhythmic or pitched sound (e.g., stick, comb, pop bottle).

Half-note. A note that is held for two beats in simple time.

Half rest. Indication of a period of silence lasting two beats in simple time.

Homophony. Music consisting of a single melodic line with chordal accompaniment.

Interval. The distance between two notes.

Melodic ostinato. A repeated melodic pattern.

Monophony. Music consisting of a single melodic line.

Percussion instrument. An instrument that one has to hit, scrape, or rattle in order to make a sound.

Phrase. A group of sounds that has a beginning, middle, and end.

Pick-up notes. Notes that lead in to the downbeat.

Pitch. The highness or lowness of a tone.

Polyphony. Music consisting of two or more melodic lines that are performed simultaneously.

Program music. Music that depicts a story, scene, or emotion.

Quarter-note. A note lasting one beat in simple time.

Quarter rest. Indication of a period of silence lasting one beat in simple time.

Rhythm. The pattern of long and short sounds.

Rhythmic ostinato. A repeated rhythmic pattern.

Rondo. A form of music that often consists of five sections, of which the first, third, and fifth are the same or almost the same (ABACA or ABABA).

Skip. Any interval that is larger than a step (or second); for example, the interval of a third, which is the distance between notes either a line or a space apart on the staff.

Staff. The five lines and four spaces on which music is written.

Stringed instrument. An instrument that has strings and that is played with a bow or plucked (e.g., violin, viola, violoncello, double bass, guitar, lute).

Step. The interval between a note that is on a line and a note on the adjacent space, or vice versa. Also called the interval of a *second*.

Tempo. The speed of a piece. Some common tempo indications are: *allegro* (quickly and lively), *moderato* (at a moderate speed), *andante* (somewhat slowly, at a walking pace), *largo* (slowly).

Ternary form. A musical form that consists of three sections. The third section is a repetition of the first (ABA).

Texture. The relationship between the “horizontal” aspect of music (i.e., melody) and the “vertical” (i.e., harmony). For example, texture that is mainly vertical is homophonic (i.e., it consists of a melody with chordal accompaniment), and texture that is mainly horizontal is polyphonic (i.e., it consists of two or more melodies sung or played together).

Theme and variations. A form of music in which a melody or section of music constitutes the basis for a series of variations (A, A1, A2, A3...).

Tone colour. The unique quality of sounds that allows us to distinguish between them. Also called *timbre*.

Treble clef. The clef used for higher-pitched instruments or voices. Also called the *G clef*.

Unison. The sound produced when two or more instruments or voices play or sing the same pitch. The term also is used to refer to the *interval* that occurs when two melodic parts (voices or instruments) join to produce the same sound.

Whole note. A note that is held for four beats in simple time.

Whole rest. Indication of a period of silence lasting for four beats in simple time.

Woodwind instrument. An instrument that one has to blown into in order to make a sound (e.g., clarinet, oboe, English horn, flute, recorder, bassoon). Despite the name, they are not all made of wood – flutes are usually made of metal and some clarinets are also made of metal, for example.

Visual Arts

Abstract art. A style of art that achieves its effect by simplifying or altering the visual elements (e.g., line, shape, colour), rather than by representing recognizable things or people.

Abstraction. The process of making art work abstract.

Asymmetry. A type of balance in which the parts are unequal in size, shape, etc., but still produce a balanced visual effect.

Background. The part of a composition that appears to be farthest from the viewer.

Balance. A principle of design. A feeling of balance results when the elements of design are arranged to create the impression of equality in weight or importance.

Collage. A form of art in which a variety of materials (e.g., photographs, fabric, objects) are glued to a flat background.

Colour. An element of design. Colour is the particular hue that is seen when light is reflected off an object.

Colour wheel. A tool for organizing colours and representing relationships among colours.

Complementary colours. Colours that are directly opposite each other on the colour wheel (e.g., red and green, blue and orange, yellow and purple).

Composition. The organization of the elements of design in an art work, following certain principles of design.

Contemporary art. Art created in the present day.

Cool colours. Colours that suggest coolness (e.g., blue, green, purple).

Dimension. A term used to describe an object’s extent in space. A two-dimensional object is one that has length and width. A three-dimensional object is one that has length, width, and depth.

Elements of design. Fundamental components of art works. They include colour, line, texture, shape, form, and space.

Emphasis. A principle of design. Emphasis may be defined as the special attention or importance given to one part or element in an art work. Emphasis can be achieved through placement, contrast, size, etc.

Focal point. The element or object in a work of art on which the viewer's attention is focused.

Foreground. The area of a picture that appears closest to the viewer. It is often at the bottom of the picture plane.

Form. An element of design. Form is sculptural or three-dimensional shape (e.g., cube, pyramid, sphere).

Geometric shape. A shape that is based on geometric figures (e.g., square, circle, triangle).

Horizon line. The "line" at which the sky and the earth appear to meet.

Hue. The common name of a colour (e.g., red).

Impressionistic art. Art in the Impressionist style, a characteristic of which is the depiction of the effect of light on objects.

Line. An element of design. A line may be defined as the visual path left by a moving point.

Logo. A symbolic form that identifies organizations, products, etc.

Medium. Any material used by an artist to produce a work of art.

Middle ground. Area in the picture between the foreground and the background.

Mixed media. Any art work in which more than one medium is used.

Monochromatic colour scheme. A colour scheme in which only one hue is used, along with its tints (i.e., hue plus white) and shades (i.e., hue plus black).

Movement. A principle of design. Movement is the way in which the elements of design are organized so that the viewer's eye is led through the work of art in a systematic way.

Negative space. The void or open areas around an object or form.

Perspective. A technique for creating the illusion of depth on a two-dimensional surface. There are three types of perspective:

- **linear perspective**, which involves the use of parallel lines that appear to converge as their distance from the viewer increases;
- **diminishing perspective**, in which objects appear to diminish in size as their distance from the viewer increases;
- **atmospheric perspective**, which is produced by the gradual lessening of the intensity of colour and the reducing of detail as the distance between an object and the viewer increases.

Organic shapes or forms. Shapes or forms that are non-geometric or free-flowing, and that are based on natural objects.

Positive space. Shapes or forms on a two-dimensional surface.

Principles of design. Principles or guidelines used by artists to organize the visual elements of an art work. They include balance, emphasis, rhythm, unity, movement, variety, harmony, and proportion.

Primary colours. Colours that cannot be created by mixing other colours, but that can be mixed to produce all the other colours (red, yellow, and blue).

Proportion. A principle of design. Proportion may be described as the relationship between objects with respect to size, number, etc.

Representational art. Art whose subject matter contains recognizable images from real life.

Rhythm. A principle of design. Rhythm involves the repetition of elements to create the illusion of movement.

Sculpture. A work of art in three dimensions (i.e., with height, width, and depth) that is meant to be seen from all sides.

Secondary colours. Colours that are created by mixing the primary colours (orange, green, and purple).

Shade. A colour with a certain amount of black added.

Space. An element of design. Space is the area around, within, or between images or elements. Space can be created on a two-dimensional surface by using such techniques as overlapping of objects, varying of object size or placement, varying of colour intensity and value, and use of detail and diagonal lines.

Style. The artist's way of representing something. The choice and use of materials, methods of work, subject matter, etc., reflect the style of an individual, a culture, or a historical period.

Symmetry. A type of balance in which parts or elements are equal in size or shape, or in some other attribute.

Technique. A method or procedure used in producing a work of art.

Texture. An element of design. Texture is the feel or appearance of an object or material.

Tint. A colour with a certain amount of white added.

Unity. A principle of design. Unity is the coherence of a work that gives the viewer the feeling that all the parts of the piece are working together.

Value. The lightness or darkness of a colour.

Vanishing point. In perspective drawing, the point on the horizon line where the converging parallel lines appear to meet.

Variety. A principle of design. Achieving variety involves the use of differences or contrasts.

Warm colours. Colours that suggest warmth (e.g., red, yellow, orange).

Drama and Dance

Choral speaking, chanting. The reading or reciting of text by a group. This involves experimentation, interpretation, and rehearsal of a piece of text, such as a poem or riddle. The students experiment with the use of language, rhythm, volume, and pace.

“Corridor of voices.” A formation used for exploring the inner life of a character in drama. The character moves through the “corridor”, which is made up of others who represent his or her thoughts or conscience. As the character passes through the corridor, the voices of those in the corridor express a range of thoughts and feelings. Moving through a corridor of voices can also be useful in exploring the thoughts of a character who is facing a difficult task or decision. In this case, the voices are external and give advice and warnings.

Dance drama. A drama enacted through dance. The objective is to interpret a story, theme, or piece of music through movement.

Drama anthology. A collection of materials (e.g., letters, songs, poems, speeches, monologues, diaries, photographs) that represent aspects of life in a certain historical period or aspects of the life of a person, real or fictional.

Elements of dance. Fundamental components of dance. They include space, shape, time (rhythm), and energy.

Elements of drama. Fundamental components of drama. They include character, suspense, conflict, and structure.

Forum theatre. A technique in drama that involves the improvisational exploration of a dramatic situation by a group. Although only a small group does the improvisation, the rest of the group observes, and all group members participate in creating the scene through discussion. Members of the group may also stop the action in order to make suggestions or to take over a role.

Improvisation. Generally, a spontaneous response to a dramatic situation that involves verbal and non-verbal activity. The improviser acts in the role of a specific character. Sometimes, however, some preparation is involved, as in the improvisation of a key moment in a drama. In such cases, the improvisers need to do a certain amount of planning and collaboration – for example, they need to choose carefully the moment to be enacted and the dialogue to be spoken. Various techniques may be used. For example, students may experiment with making transitions between still shapes (that is, moving from one tableau to another), or they may select a word relevant to the drama and explore aspects of its meaning through movement and role playing.

“Inner and outer circle.” The name of an activity in drama. In this activity, the students first divide themselves into two groups. One group forms a circle to represent a character from the drama, and the other group forms a circle around the first circle to represent another character. The students share, in role, their thoughts and feelings at a significant point in the drama. Students may speak spontaneously or read from the source material being used.

Monologue. A scene in drama in which a person speaks alone. The speech is usually long. It may be composed by the speaker or it may be taken from source material. Its dramatic purpose is to provide insight into the character.

Reader’s theatre. A means of performing a play, story, or poem that consists solely of reading. Meaning is conveyed only through the use of the voice; props, costumes, sets, or music cannot be used.

Role playing. A technique in drama that involves the adopting of the point of view of a character in an imaginary situation. The aim of the exercise is to try to understand through imagination what that character feels and how that character thinks. When someone is playing the role of a character, he

or she is said to be speaking or writing “in role”. Speaking in role is not confined to acting in a dramatic scene, but can be done out of the scene; that is, someone could still be playing the part of a character, for purposes of study, during a discussion of the motives or personality of that character.

Soundscape, sound collage. The combination of sounds, which may include vocal and instrumental sounds, to create a specific atmosphere or to accompany important moments of a scene.

Tableau. A silent group of people frozen in time to represent a scene, abstract idea (e.g., peace, joy), or theme.

Voice. In written work, style or character revealed through the use of vocabulary, sentence structure, and imagery, for example, as well as the rhythm of the prose and the mood of the piece as a whole. In spoken drama, style or character revealed mainly through the use of vocabulary, as well as through tone of voice and pace of speech.

Writing in role. Writing as a character from a drama in order to sharpen understanding of that character and develop further scenes on the basis of this understanding. Some examples of forms that may be used are diaries, letters, and reports on specific events that indicate the character’s responses to those events.

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