

THE ARTS – Visual Arts		
<p>Grades 1-3 <i>Creating and Presenting:</i> apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.</p>	<p><i>[Name]</i> is able to create many different pieces of art. <i>[He/She]</i> effectively used elements such as colour, line, and texture when creating <i>[his/her]</i> <i>[specific example, such as tempura painting of a dinosaur]</i>.</p>	<p><i>[Name]</i> often needs encouragement to create pieces of art, giving thought towards colour, line, texture and other elements. <i>[Name]</i> would benefit from opportunities to create simple art works at home and receive positive feedback on the results.</p>
<p>Grades 4-5 <i>Creating and Presenting:</i> apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.</p>	<p><i>[Name]</i> effectively uses elements of design (e.g., shape, colour, texture) to communicate ideas in <i>[his/her]</i> art work. For example, <i>[he/she]</i> used <i>[specific evidence, such as bold colours and lines to create emphasis]</i> in <i>[his/her]</i> <i>[specific task, such as climate change poster]</i>.</p>	<p><i>[Name]</i> is encouraged to practice drawing simple arrangements of interesting household objects (e.g., a pair of gloves and a hat, or three pieces of fruit) to improve <i>[his/her]</i> drawings of overlapping objects from different points of view.</p>
<p>Grades 7-8 <i>Creating and Presenting:</i> apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.</p>	<p><i>[Name]</i> produces effective two- and three-dimensional works of art. <i>[His/her]</i> creation of <i>[specific evidence, such as a sculpture, painting or multi-media art work]</i> along with <i>[his/her]</i> written reflection on it, showed <i>[Name's]</i> ability to communicate feelings, ideas and understandings through a work of art.</p>	<p><i>[Name]</i> produces two- and three-dimensional works of art; however, <i>[he/she]</i> has difficulty communicating the feelings and ideas behind them. Review of class notes on a regular basis would help <i>[Name]</i> remember terms and concepts (e.g., the elements). Viewing art (e.g., in books, on websites or at galleries) and discussing the possible meaning of these works may help <i>[Name]</i> appreciate and understand more about visual art.</p>
<p>Grades 1-3 <i>Reflecting, Responding, and Analysing:</i> apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.</p>	<p><i>[Name]</i> has begun to critically analyse pieces of art and express <i>[his/her]</i> feelings in response to them. <i>[She/he]</i> demonstrated this <i>[specific task, such as by reflecting on Monet's "Waterlilies"]</i>.</p>	
<p>Grades 4-6 <i>Reflecting, Responding, and Analysing:</i> apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.</p>	<p>In our study of <i>[specific topic, such as sculptures from various cultures]</i>, <i>[Name]</i> was able to identify and describe the themes or feelings conveyed in various examples.</p>	<p><i>[Name]</i> is encouraged to provide more detailed feedback to <i>[his/her]</i> peers, using the respectful phrases practiced in class.</p>
<p>Grades 7-8 <i>Reflecting, Responding, and Analysing:</i> apply the critical analysis process to</p>	<p><i>[Name]</i> provides comprehensive responses to works of art and art experiences. <i>[He/she]</i> described the values <i>[he/she]</i></p>	<p><i>[Name]</i> could improve <i>[his/her]</i> reflections by including at least three points in each journal entry.</p>

<p>communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.</p>	<p>believed were represented in a variety of works of art.</p>	<p><i>[Name] could improve [his/her] analysis of works of art by making connections to things [he/she] knows well, such as [specific example depending on the interest of the student].</i></p>
<p>Grades 1-3 <i>Exploring Forms and Cultural Contexts:</i> demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.</p>	<p>Through class discussions and tasks it is evident that <i>[Name]</i> understands different art forms such as sculpture, printmaking, painting, and collage.</p>	
<p>Grades 4-6 <i>Exploring Forms and Cultural Contexts:</i> demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.</p>	<p><i>[Name]</i> is able to describe how certain art works reveal the artist's attitude towards specific issues or events. For example, in <i>[specific task, such as an "art talk" on Joane Cardinal-Schubert's "Pow Wow Dream"]</i> <i>[he/she]</i> showed understanding of how this <i>[painting]</i> expresses <i>[a joyful attitude towards the tradition of gathering for a pow wow]</i>.</p>	<p><i>[Name]</i> could improve <i>[his/her]</i> appreciation of how art contributes to our culture by identifying examples of two- and three-dimensional art works displayed in our community and suggesting their impact on the people who see them.</p>
<p>Grades 7-8 <i>Exploring Forms and Cultural Contexts:</i> demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.</p>	<p><i>[Name]</i> created <i>[specific evidence, such as a movie using Frames in which the plot spanned three decades]</i> that demonstrated an understanding of art forms and historical contexts.</p> <p>After viewing a variety of art works focused on the theme of <i>[specific theme, such as war, family, love]</i>, <i>[Name]</i> described how, and suggested possible reasons why, this theme has changed over several decades.</p>	