

Kindergarten Arts Education Creative/Productive

Curricular Outcome	Outcome in “I Can” Statements	Possible Evidence of Learning -Proficiency-
<p>CPK.1 (dance) Express ideas through exploration of the elements of dance including:</p> <ul style="list-style-type: none"> • action • body • dynamics • relationships • space. 	<p>I can express ideas by moving my body using the elements of dance, including:</p> <ul style="list-style-type: none"> • action, • body, • dynamics, • relationships, and • space. 	<p>I can move my body in a controlled manner in general space and self-space.</p> <p>I can use movement to respond to stories, poems, observations, visual images, music, sounds, or objects by exploring a variety of whole body and body part movements, using different kinds of locomotor & non-locomotor actions.</p> <p>I can express my ideas and explore using most of the elements of dance (action, body, dynamics, relationships OR space).</p>
<p>CPK.2 (drama) Explore a variety of drama strategies including:</p> <ul style="list-style-type: none"> • role • imaging • parallel play • journeys • meetings. 	<p>I can explore a variety of drama strategies including:</p> <ul style="list-style-type: none"> • role, • imaging, • parallel play, • journeys, and • meetings. 	<p>I use stories, poems, observations, and other sources to initiate drama.</p> <p>I understand that drama is fictional and can use my imagination to assume a variety of roles.</p> <p>I can listen to others and work co-operatively in dramatic contexts.</p>
<p>CPK.3 (music) Create sound compositions exploring the elements of music including:</p>	<p>I can create and copy sounds in repeating patterns, beats using fast/slow paces, high/low sounds,</p>	<p>I use stories, poems, observations, and other sources to inspire music making.</p>

<ul style="list-style-type: none"> • repeating patterns • beat (e.g., clapping and stepping, and counting) • response to fast/slow paces • high/low sounds • loud/soft sounds • sounds with distinct tone colours/timbres. 	<p>loud/soft sounds, and sounds with distinct tone colours/timbres.</p>	<p>I can create and imitate sounds. I can clap, play, and move to beats and rhythmic patterns.</p>
<p>CPK.4 (visual arts) Create art works that express own observations and ideas about the world.</p>	<p>I can create art works that express my observations and ideas about the world.</p>	<p>I can use my senses to observe and identify details (e.g. lines, colours, textures, shapes, forms and patterns) from various sources (e.g. stories, poems, observations, visual images, music, sounds, natural and built environments) and use them in my art.</p> <p>I use art to express my ideas and can discuss choices I have made.</p> <p>I can demonstrate development of skills in the use of visual arts tools and materials.</p>

Kindergarten Arts Education Critical/Responsive

Curricular Outcome	Outcome in "I Can" Statements	Possible Evidence of Learning -Proficiency-
CRK.1 Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing).	I can respond to arts expressions verbally and non-verbally.	I can observe and personally respond to a range of arts expressions.

Kindergarten Arts Education Cultural/Historical

Curricular Outcome	Outcome in "I Can" Statements	Possible Evidence of Learning -Proficiency-
CHK.1 Investigate arts expressions found in own homes and school community in relation to own lives.	I can investigate arts expressions found in my home and school community.	I can find and describe information about art in my home and school community.
CHK.2 Recognize a wide variety of arts expressions as creations of First Nations and Métis peoples.	I can recognize a wide variety of arts expressions as creations of First Nations and Métis peoples.	I can observe and identify differences between First Nations and Métis works of art. I can observe and discuss characteristics of First Nations and Métis works of art.