

Big idea	Dates	Competencies/Content	Teaching strategies	Materials & resources	Assessment plan
Inquiry through the arts creates opportunities for risk taking.	Term 1	<p>Exploring & Creating</p> <ul style="list-style-type: none"> ❖ Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts ❖ Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play ❖ Explore artistic expressions of themselves and community through creative processes <ul style="list-style-type: none"> • Manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to: visual arts: elements of design: line, shape, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast processes, materials, movements, technologies, tools, strategies, and techniques to support creative works. 	<ul style="list-style-type: none"> • Create images of varying mediums to show simple or abstract in a variety of visual elements • Learn about different materials • Primary colors • Design shapes • Experiment in different processes such as splatter, sponge or printing 	<p>coloured construction paper colour pencils glue paint crayons</p>	<p>rubric observation checklist</p>
Creative expression develops our unique identity and voice.	Term 2	<p>Reasoning and reflecting</p> <ul style="list-style-type: none"> ❖ Develop processes and technical skills in a variety of art forms to refine artistic abilities ❖ Reflect on creative processes and make connections to other experiences ❖ Communicating and documenting ❖ Interpret symbolism and how it can be used to express meaning through the arts ❖ Express feelings, ideas, stories, observations, and experiences through creative works <ul style="list-style-type: none"> • personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment 	<ul style="list-style-type: none"> • Do illustrations to tell a story • Recycle materials, Hayat High Five • Display techniques • experiment with a variety of art forms and mediums 	<p>coloured construction paper colour pencils glue paint crayons</p>	<p>rubric observation checklist</p>

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<p>Dance, drama, music, and visual arts are each unique languages for creating and communicating.</p> <p>People connect to the hearts and minds of others in a variety of places and times through the arts.</p>	Term 3	<p>Reasoning and reflecting</p> <ul style="list-style-type: none"> ❖ Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques ❖ Communicating and documenting ❖ Describe and respond to works of art ❖ Experience, document and share creative works in a variety of ways ❖ Demonstrate increasingly sophisticated application and/or engagement of curricular content <ul style="list-style-type: none"> • a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places 	<ul style="list-style-type: none"> • fieldtrip to the • Museum of Islamic Art • Respect for the work of others • Brainstorm why art is important • experiment with a variety of art forms and mediums 	<p>coloured construction paper</p> <p>colour pencils</p> <p>glue</p> <p>paint</p> <p>crayons</p>	<p>rubric</p> <p>observation</p> <p>checklist</p>