

Big Idea	Dates	Competencies / Content	Teaching Strategies	Material & resources	Assessment Plan
Exploring works of art exposes us to diverse values, knowledge, and perspective.	Term 1	<p>Exploring &amp; Creating</p> <ul style="list-style-type: none"> <li>❖ Choose artistic elements, processes, materials, movements, technologies, tools, and techniques of the arts</li> <li>❖ Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.</li> <li>❖ Explore identity, place, culture and belonging.</li> </ul>	<p>Create meaning in the arts, including:</p> <ul style="list-style-type: none"> <li>• Drama: character, time, place, plot, tension, mood and focus.</li> <li>• Visual Arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety.</li> <li>• Personal and collective responsibility associated with creating, experiencing or presenting in a safe learning environment.</li> </ul>	<p>Coloured paper Paint Clay Glue Markers Crayons Pastels Readers theater resources</p>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Observation checklist</li> </ul>
Artists experiment in a variety of ways to discover new possibilities.	Term 2	<p>Reasoning and reflecting</p> <ul style="list-style-type: none"> <li>❖ Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians and visual artists) use processes, materials, movement, technologies and environments to create and communicate.</li> <li>❖ Develop and refine ideas, processes and technical skills in a variety of art forms to improve the quality of artistic creations.</li> </ul>	<p>Create meaning in the arts, including:</p> <ul style="list-style-type: none"> <li>• Visual Arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety.</li> <li>• Processes, materials technologies, tools and</li> </ul>	<p>Coloured construction paper Colour pencils Glue Paint crayons</p>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Observation checklist</li> </ul>

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			techniques to support arts activities <ul style="list-style-type: none"> <li>• Personal and collective responsibility associated with creating, experiencing or presenting in a safe learning environment.</li> </ul>		
Dance, drama, music and visual arts are each unique languages for creating and communicating  Creative expression is a means to explore and share one'	Term 3	Reasoning and reflecting <ul style="list-style-type: none"> <li>❖ Reflect on creative processes and make connections to other experiences.</li> <li>❖ Connect knowledge and skills from other areas of learning in planning, creating, interpreting and analyzing works of art.</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of drama forms</li> <li>• Image development strategies</li> <li>• Symbolism and metaphor create and represent meaning</li> <li>• Traditional and contemporary aboriginal arts and arts-making processes</li> <li>• A variety of regional and national works of art and artistic traditions from diverse cultures, communities, times and places.</li> <li>• Personal and collective responsibility associated with creating, experiencing or presenting in a safe learning environment.</li> </ul>	Coloured construction paper Colour pencils Glue Paint Crayons	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Observation checklist</li> </ul>