

Subject: Arts
Grade Level: 5

| Big Idea | Dates | Competencies / Content | Teaching Strategies | Material & resources | Assessment Plan |
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| Works of art influence and are influenced by the world around us. | Term 1 | <p>Exploring & Creating</p> <ul style="list-style-type: none"> ❖ Intentionally select artistic elements, process, materials, movement, technologies, tools, techniques and environments to express meaning in their work. ❖ Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation and purposeful play. ❖ Explore connections to identity, place, culture, and belonging through creative expression. | <p>Create meaning in arts:</p> <ul style="list-style-type: none"> • Drama: character, time, place, plot, tension, mood and focus. • Visual Arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety. • Personal and collective responsibility associated with creating, experiencing or presenting in a safe learning environment. | <p>Coloured paper Paint Clay Glue Markers Crayons Pastels Readers theater resources</p> | <ul style="list-style-type: none"> • Rubric • Observation checklist |
| Artists experiment in a variety of ways to discover new possibilities. | Term 2 | <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> ❖ 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. ❖ Develop and refine ideas, processes and technical skills in a variety of art forms to improve the quality of artistic creations. | <p>Create meaning in the arts, including:</p> <ul style="list-style-type: none"> • Visual Arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety. • Processes, materials technologies, tools and techniques to support | <p>Coloured construction paper Colour pencils Glue Paint crayons</p> | <ul style="list-style-type: none"> • Rubric • Observation checklist |

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