

Arts

Responding

Responding

The process of responding provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of drama, dance, music and visual arts, including using specialized language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

The responding strand is not simply about reflecting; responding may include creative acts, and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.

The responding and creating strands are dynamically linked in an ongoing and reflexive relationship. Learners are encouraged to reflect continually upon their work throughout the process of creating, thus reinforcing the close link between these strands.

Phase 2

Year 2

Overall Expectations

Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

Conceptual Understandings

We are receptive to art practices and artworks from different cultures, places and times (including our own).
 People communicate ideas, feelings and experiences through the arts.
 We can reflect on and learn from the different stages of creating.
 There is a relationship between the artist and the audience.

Learning outcomes

Dance

Learners compare a variety of dance genres over time to the contemporary dance form of their culture

Learners recognize the theme of a dance and communicate their personal interpretation

Learners identify dance components such as rhythm and use of space in their own and others' dance creations

Learners describe and evaluate the learnings and understandings developed through their exploration of dance

Learners realize that there is a dynamic connection between the audience and performer.

Drama

Learners compare varied styles of performance with drama from their own culture

Learners use drama performance to tell stories about people and events from various cultures, including their own

Learners discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance

Learners describe and evaluate the learning and understandings developed through their exploration of drama

Learners describe the dynamic connection between the audience and performer

Music

Learners sing individually and in unison

Learners recognize music from a basic range of cultures and styles

Learners express their responses to music from different cultures and styles

Learners create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)

Learners explore individually or collectively a musical response to a narrated story

Learners reflect on and communicate their reactions to music using musical vocabulary

Learners record and share the stages of the process of creating a composition

Learners share performances with each other and give constructive criticism.

Visual Arts

Learners investigate the purposes of artwork from different times, places and a range of cultures including their own

Learners sharpen their powers of observation

Learners identify the formal elements of an artwork

Learners use appropriate terminology to discuss artwork

Learners describe similarities and differences between artworks

Learners identify the stages of their own and others' creative processes

Learners become an engaged and responsive audience for a variety of art forms.

Creating

Creating

The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

The responding and creating strands are dynamically linked in an ongoing and reflexive relationship. Students are encouraged to reflect continually upon their work throughout the process of creating, thus reinforcing the close link between these strands.

Phase 2

Year 2

Overall Expectations

Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

Conceptual Understandings

We can communicate our ideas, feelings and experiences through our artwork.

We solve problems during the creative process by thinking critically and imaginatively.

Applying a range of strategies helps us to express ourselves.

We are receptive to the value of working individually and collaboratively to create art.

Learning outcomes

Dance

Learners create movement to various tempos

Learners interpret and communicate feeling, experience and narrative through dance

Learners design a dance phrase with a beginning, middle and ending

Learners create movement that explores dimensions of direction, level and shape

Learners develop physical balance and coordination

Learners share dance with different audiences by participating, listening and watching

Learners work cooperatively towards a common goal, taking an active part in a creative experience

Learners consider and maintain appropriate behaviours in dance, as an audience member or as a performer, by listening, watching and showing appreciation.

Drama

Learners share drama with different audiences by participating, listening and watching

Learners identify with characters through role-play development

Learners use performance as a problem-solving tool

Learners work cooperatively towards a common goal, taking an active part in a creative experience

Learners make use of simple performance conventions to share ideas

Learners consider and maintain appropriate behaviours in drama, as an audience member or as a performer

Learners value and develop imaginary roles or situations

Music

Learners explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings

Learners express one or more moods/feelings in a musical composition

Learners create music to represent different cultures and styles

Learners create a soundscape based on personal experiences

Learners collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)

Learners read, write and perform simple musical patterns and phrases

Learners create music for different purposes.

Visual Arts

Learners identify, plan and make specific choices of materials, tools and processes

Learners sharpen their powers of observation

Learners demonstrate control of tools, materials and processes

Learners make predictions, experiment, and anticipate possible outcomes

Learners combine a variety of formal elements to communicate ideas, feelings and/or experiences

Learners identify the stages of their own and others' creative processes

Learners consider their audience when creating artwork.