Primary Arts (Kindergarten to Grade 3)
Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a research strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website –www.edu.gov.on.ca – to access the Ontario curriculum online.

Grade 1 (ages 6-7)

A Dance

A1. Creating and Presenting:
apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;
A1.1
use movements that are part of their daily experience in a variety of ways in dance phrases
A1.2
use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes
A1.3
create dance phrases using a variety of ways to connect movements
A1.4
use varied and/or contrasting body shapes to communicate different types of messages

A2. Reflecting, Responding, and Analysing:
apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences
A2.1
describe differences they observe when various movements from daily life are used as the basis or stimulus for movements in a dance phrase
A2.2
identify and describe how the element of body is used in contrasting ways to communicate ideas in their own and others’ dance phrases, with teacher support
A2.3
identify and give examples of their strengths and areas for growth as dance creators and audience members

A3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts
A3.1
describe, with teacher guidance, a variety of dances from different communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom
A3.2
identify and describe dance experiences in their own lives and communities

B Drama

B1. Creating and Presenting:
apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
B1.1
engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places
B1.2
demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played
B1.3
plan and shape dramatic play by building on the ideas of others, both in and out of role
B1.4
communicate feelings and ideas to a familiar audience (e.g., classmates) using a few simple visual or technological aids to support and enhance their drama work

B2. Reflecting, Responding, and Analysing:
apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences
B2.1
express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story
B2.2
demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to communicate meaning

B3. Exploring Forms and Cultural Contexts:

demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

B3.1 identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community

B3.2 demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world

C Music

C1. Creating and Performing:
apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;

C1.1 sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods

C1.2 apply the elements of music when singing, playing, and moving

C1.3 create compositions for a specific purpose and a familiar audience

C1.4 use the tools and techniques of musicianship in musical performances

C1.5 demonstrate understanding that sounds can be represented by symbols

C2. Reflecting, Responding, and Analyzing:
apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences

C2.1 express initial reactions and personal responses to musical performances in a variety of ways

C2.2 describe ways in which the elements of music are used for different purposes in the
music they perform, listen to, and create
C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members

C3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.
C3.1 identify and describe musical experiences in their own lives
C3.2 identify a variety of musical pieces from different cultures through performing and/or listening to them

D Visual Arts

D1. Creating and Presenting:
apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences
D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
D1.3 use elements of design in art works to communicate ideas, messages, and personal understandings
D1.4 use a variety of materials, tools, and techniques to respond to design challenges

D2. Reflecting, Responding, and Analysing:
apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
D2.1 express their feelings and ideas about art works and art experiences
D2.2
explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work
D2.3
demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art
D2.4
identify and document their strengths, their interests, and areas for improvement as creators of art

D3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.
D3.1
identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences
D3.2
demonstrate an awareness of a variety of works of art from diverse communities, times, and places
Grade 2 (8-9)

A Dance

A1. Creating and Presenting:
apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas
A1.1
develop short movement phrases inspired by a variety of activities in their community
A1.2
use dance as a language to represent the main ideas in poems and stories, with a focus on body and space
A1.3
create distinct beginnings and endings for dance phrases in a variety of ways
A1.4
use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them

A2. Reflecting, Responding, and Analysing:
apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences
A2.1
describe the similarities between their own dance phrases and those of others
A2.2
identify, using dance vocabulary, the elements of dance in their own dance phrases and those of others, and describe how each element is used to communicate meaning
A2.3
identify and give examples of their strengths and areas for growth as dance creators and audience members

A3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.
A3.1
describe, with teacher guidance, a variety of dances from communities around the
world that they have seen in the media, at live performances and social gatherings, or in the classroom

A3.2
identify various reasons why people dance in daily life and various contexts in which they do so

B Drama

B1. Creating and Presenting:
apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories
B1.1
engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places
B1.2
demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played
B1.3
plan and shape the direction of a dramatic play or role play, building on their own and others’ ideas both in and out of role, with support
B1.4
communicate feelings and ideas to a familiar audience (e.g., classmates), using several simple visual or technological aids to support and enhance their drama work

B2. Reflecting, Responding, and Analyzing:
apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences
B2.1
express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways
B2.3
identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members
B3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of drama and theatre forms and styles
from the past and present, and their social and/or community contexts.
B3.1
identify and describe a variety of drama and theatre forms they experience in their
home, school, and community, and in the media
B3.2
demonstrate an awareness of some drama
and theatre traditions of communities around the world

C Music

C1.Creating and Performing:
apply the creative process to create and perform music for a variety of purposes,
using the elements and techniques of music
C1.1
sing unison songs in tune and/or play simple melodies and accompaniments for
music from a wide variety of cultures, styles, and historical periods
C1.2
apply the elements of music when singing, playing an instrument, and moving
C1.3
create simple compositions for a specific purpose and a familiar audience
C1.4
use the tools and techniques of musicianship in musical performances
C1.5
use symbols to represent sounds and sounds to represent musical symbols

C2.Reflecting, Responding, and Analysing:
apply the critical analysis process to communicate their feelings, ideas, and
understandings in response to a variety of music and musical experiences
C2.1
express personal responses to musical performances in a variety of ways
C2.2
describe ways in which the elements of music are used for different purposes in the
music they perform, listen to, and create
C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members

C3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.
C3.1 identify reasons why people make music in their daily lives
C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places

D Visual Arts
D1. Creating and Presenting:
apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings
D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature
D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
D1.3 use elements of design in art works to communicate ideas, messages, and understandings
D1.4 use a variety of materials, tools, and techniques to respond to design challenges

D2. Reflecting, Responding, and Analysing:
apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences
D2.1
express their feelings and ideas about works of art
D2.2
explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work
D2.3
demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art
D2.4
identify and document their strengths, their interests, and areas for improvement as creators of art

D3.Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.
D3.1
identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences
D3.2
demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places
Grade 3 (ages 8-9)

A Dance

A1. Creating and Presenting:
apply the creative process to the composition of dance phrases, using the elements of dance to communicate feelings and ideas
A1.1
imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrase
A1.2
use dance as a language to represent ideas from diverse literature sources, with a focus on time and energy
A1.3
create dance phrases using a variety of pattern forms
A1.4
demonstrate how dance elements can be used to create and expand the movement vocabulary within different sections of a larger pattern

A2. Reflecting, Responding, and Analysing:
apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences
A2.1
demonstrate an understanding of how the elements of dance can be used in their own and others’ dance phrases to illustrate or explore learning in other subject areas
A2.2
identify, using dance vocabulary, the elements of dance used in their own and others’ dance phrases and explain their purpose
A2.3
identify and give examples of their strengths and areas for growth as dance creators and audience members

A3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts
A3.1
describe, with teacher guidance, a variety of dances from communities in Canada and around the world that they have seen in the media, at live performances and social gatherings, or in the classroom
A3.2
identify and describe the role of dance in the community

B Drama

B1. Creating and Presenting:
apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories
B1.1
engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places
B1.2
demonstrate an understanding of how the element of time and place can support the development of role
B1.3
plan and shape the direction of a dramatic play or role play by building on their own and others’ ideas, both in and out of role
B1.4
communicate feelings and ideas to a familiar audience (e.g., classmates) using audio, visual, and/or technological aids to support or enhance their drama work

B2. Reflecting, Responding, and Analysing:
apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences
B2.1
express thoughts, feelings, and ideas about a variety of drama experiences and performances
B2.2
describe, using drama terminology, how elements and conventions of drama are used to shape their own and others’ work
B2.3
identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members
B3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.
B3.1
identify some distinct stylistic features of a few drama and theatre forms they experience in their home, school, and community, and in the media
B3.2
demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world

C Music

C1. Creating and Performing:
apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music
C1.1
sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods
C1.2
apply the elements of music when singing, playing an instrument, and moving
C1.3
create compositions for a specific purpose and a familiar audience
C1.4
use the tools and techniques of musicianship in musical performances
C1.5
demonstrate an understanding of standard and non-traditional musical notation

C2. Reflecting, Responding, and Analysing:
apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences
C2.1
express personal responses to musical performances in a variety of ways
C2.2
describe ways in which the elements of music are used in the music they perform, listen to, and create
identify and give examples of their strengths and areas for growth as musical
performers, creators, interpreters, and audience members

C3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of musical genres and styles from the
past and present, and their social and/or community contexts.
C3.1
identify and describe ways in which music can be used in the community
C3.2
identify, through performing and/or listening, a variety of musical forms or pieces
from different communities, times, and places

D Visual Arts

D1. Creating and Presenting:
apply the creative process to produce a variety of two- and three-dimensional art
works, using elements, principles, and techniques of visual arts to communicate
feelings, ideas, and understandings
D1.1
create two- and three-dimensional works of art that express personal feelings and
ideas inspired by the environment or that have the community as their subject
D1.2
demonstrate an understanding of composition, using principles of design to create
narrative art works or art works on a theme or topic
D1.3
use elements of design in art works to communicate ideas, messages, and
understandings
D1.4
use a variety of materials, tools, and techniques to respond to design challenges

D2. Reflecting, Responding, and Analysing:
apply the critical analysis process to communicate feelings, ideas, and
understandings in response to a variety of art works and art experiences
D2.1
express personal feelings and ideas about art experiences and images
D2.2
explain how elements and principles of design are used to communicate meaning
or understanding in their own and others’ art work
D2.3
demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art
D2.4
identify and document their strengths, their interests, and areas for improvement as creators of art

D3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts
D3.1
identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences
D3.2
demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places