Junior Arts (Grade 4 to Grade 6)

Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to assist 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 4 (ages 9-10)

A Dance

A1. Creating and Presenting:
apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas
A1.1 translate into dance a variety of movement sequences observed in nature
A1.2 use dance as a language to explore and communicate ideas derived from a variety of literature sources
A1.3 use narrative form to create short dance pieces on a variety of themes
A1.4 use the elements of energy (e.g., collapse, explode, float) and time (e.g., duration, suddenness) in a dance piece to communicate an idea (e.g., show the journey of a balloon as it floats, explodes suddenly, and then collapses back to the floor)

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 language of dance can clarify and
highlight ideas, images, and characters from familiar stories
A2.2
identify, using dance vocabulary, the elements of dance used in their own and others’ dance pieces and explain how each helps communicate ideas and feelings
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, traditions, and styles from the past and present, and their sociocultural and historical contexts
A3.1
describe, with teacher guidance, how forms and styles of dance reflect people’s different social and political roles in various communities, times, and places
A3.2
identify and describe the different roles of dance in their lives and in communities around the world

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 actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places
B1.2
demonstrate an understanding of the element of role by selectively using a few other elements of drama
B1.3
plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role
B1.4
communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to 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 personal responses and make connections to characters, themes, and issues presented in their own and others’ drama works

B2.2
explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others’ drama works

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, traditions, and styles from the past and present, and their sociocultural and historical contexts

B3.1
identify and describe some similarities in the purposes of process drama and more formal, traditional theatre productions

B3.2
demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts

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 and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods

C1.2
apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect

C1.3
create musical compositions for specific purposes and audiences
C1.4
use the tools and techniques of musicianship in musical performances
C1.5
demonstrate an understanding of musical signs and standard notation on the five-line staff, and use devised notation to record the sequence of sounds in a composition of their own

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 detailed personal responses to musical performances in a variety of ways
C2.2
identify the elements used in the music they perform, listen to, and create, and describe how they are used
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 sociocultural and historical contexts
C3.1
identify the role of music in a community today and compare it to its role in a community of the past
C3.2
demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities

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 their interests and experiences
D1.2
demonstrate an understanding of composition, using selected 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 determine solutions 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
interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey
D2.2
analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding
D2.3
demonstrate awareness of the meaning of signs, symbols, and styles in works of art
D2.4
identify and document their strengths, their interests, and areas for improvement as creators and viewers 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 sociocultural and historical contexts
D3.1
describe how visual art forms and styles represent various messages and contexts in the past and present
D3.2
demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made
Grace 5 (ages 10-11)

A Dance

A.1 Creating and Presenting:
apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas
A1.1
translate into movement sequences a variety of images and ideas from other classroom subjects, including the arts
A1.2
use dance as a language to explore, interpret, and communicate ideas derived from a variety of literature sources
A1.3
use movement in the choreographic form call and response in a variety of ways when creating dance pieces
A1.4
use the element of relationship in short dance pieces to communicate an idea

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
relate stories and characters in their own and others’ dance pieces to personal knowledge and experience
A2.2
identify the elements of dance used in their own and others’ dance pieces and explain how they help communicate a message
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, traditions, and styles from the past and present, and their sociocultural and historical contexts
A3.1
describe, with teacher guidance, dance forms and styles that reflect the beliefs and
traditions of diverse communities, times, and places
A3.2
identify and describe some of the ways in which dance influences popular culture

B Drama

B1. Creating and Presenting:
apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories
B1.1
engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places
B1.2
demonstrate an understanding of the element of role by selectively using some other elements of drama (e.g., time and place, relationship), to build belief in a role and establish its dramatic context
B1.3
plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role
B1.4
communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to achieve specific dramatic effects

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 personal responses and make connections to characters, themes, and issues presented in their own and others’ drama works
B2.2
explain, using drama terminology, how different elements are used to communicate and reinforce the intended message in their own and others’ drama works
B2.3
identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

B3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts

B3.1
describe forms of process drama, theatre, storytelling, and visual representation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities

B3.2
demonstrate an understanding of the broader world of drama and theatre by identifying and describing the roles and responsibilities of key theatre personnel

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 and/or play, in tune, from musical notation, unison and two-part music with accompaniments, from a wide variety of cultures, styles, and historical periods

C1.2
apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect

C1.3
create musical compositions for specific purposes and audiences

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

C1.5
demonstrate an understanding of standard and other types of musical notation through performance and composition

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 detailed personal responses to musical performances in a variety of ways
C2.2
identify the elements of music in the music they perform, listen to, and create, and
describe how they are used
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 sociocultural and historical contexts.
C3.1
identify and describe some of the key influences of music within contemporary
culture
C3.2
demonstrate an awareness of the use of music and musical instruments in various
traditions, from early times to today

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 art works that express feelings and ideas
inspired by their own and others’ points of view
D1.2
demonstrate an understanding of composition, using selected 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 determine solutions 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
interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey
D2.2
explain how the elements and principles of design are used in their own and others’ art work to communicate meaning or understanding
D2.3
demonstrate an understanding of how to read and interpret signs, symbols, and style in art works
D2.4
identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers 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 sociocultural and historical contexts
D3.1
describe how forms and styles of visual and media arts represent various messages and contexts in the past and present
D3.2
demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places
Grade 6 (ages 11-12)

A Dance

A1. Creating and Presenting:
apply the creative process to the composition of short dance pieces, using the
elements of dance to communicate feelings and ideas
A1.1
incorporate the use of props and materials (e.g., fabric, chairs, hats, hula hoops,
balls, sticks) into dance pieces they create
A1.2
use dance as a language to interpret and depict central themes in literature
A1.3
use guided improvisation in a variety of ways as a starting point for choreography
A1.4
combine the elements of dance in different ways to communicate a variety of ideas

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
construct personal interpretations of dance pieces that depict stories, issues, and
themes, and explain their interpretations, using dance terminology
A2.2
analyse, using dance vocabulary, how the elements of dance are used in their own
and others’ dance pieces and explain how they help communicate messages and
ideas
A2.3
identify and give examples of their strengths and areas for growth as
choreographers and audience members

A3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of dance forms, traditions, and styles
from the past and present, and their sociocultural and historical contexts
A3.1
describe, with teacher guidance, types of dances used among Aboriginal peoples in
the past and the present that express aspects of their cultural identity
A3.2 identify and describe ways in which pop culture and the media influence our awareness, understanding, and appreciation of dance

B Drama

B1. Creating and Presenting:
apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives

B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places

B1.2 demonstrate an understanding of the element of role by selectively using other elements (e.g., time and place; relationship; tension) to build belief in a role and establish its dramatic context

B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role

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 personal responses and preferences and make connections to themes and issues presented in their own and others’ drama works

B2.2 identify a favourite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness

B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members
B3. Exploring Forms and Cultural Contexts:
demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts

B3.1
demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places

B3.2
identify and describe key contributions drama and theatre make to the community

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 and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods

C1.2
apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect

C1.3
create musical compositions for specific purposes and audiences

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

C1.5
demonstrate an understanding of standard and other types of musical notation through performance and composition

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 detailed personal responses to musical performances in a variety of ways

C2.2
identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used

C2.3
identify and give examples of their strengths and areas for improvement as composers, musical performers, 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 sociocultural and historical contexts

C3.1
identify and describe ways in which awareness or appreciation of music is affected by culture and the media

C3.2
compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period

D Visual Arts

D1. Creating and Presenting:
apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies

D1.1
create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view

D1.2
demonstrate an understanding of composition, using selected 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, techniques, and technologies to determine solutions 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
interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey
D2.2
explain how the elements and principles of design are used in their own and others’ art work to communicate meaning or understanding
D2.3
demonstrate an understanding of how to read and interpret signs, symbols, and style in art works
D2.4
identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers 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 sociocultural and historical contexts
D3.1
identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places
D3.2
demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels