

South Slave Divisional Education Council

GRADE 7

ARTS CURRICULUM PACKAGE

June 2012

*Creating
Futures*



2012

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BLOOM'S REVISED TAXONOMY



Creating

Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.



Evaluating

Justifying a decision or course of action

Checking, hypothesising, critiquing, experimenting, judging



Analysing

Breaking information into parts to explore understandings and relationships

Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation

Implementing, carrying out, using, executing



Understanding

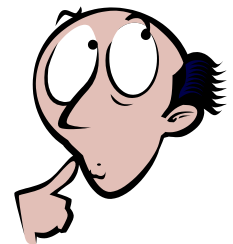
Explaining ideas or concepts

Interpreting, summarising, paraphrasing, classifying, explaining

Remembering

Recalling information

Recognising, listing, describing, retrieving, naming, finding



BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Cite	Add	Acquire	Analyze	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Construct
Identify	Clarify	Ascertain	Characterize	Categorize	Contrast
Index	Classify	Assign	Classify	Check	Counsel
Indicate	Compare	Attain	Compare	Code	Criticize
Label	Compute	Avoid	Confirm	Combine	Critique
List	Contrast	Back up	Contrast	Compile	Defend
Match	Convert	Calculate	Correlate	Compose	Determine
Meet	Defend	Capture	Deconstruct	Construct	Design
Name	Describe	Carry out	Detect	Cope	Discriminate
Outline	Detail	Change	Diagnose	Correspond	Estimate
Point	Differentiate	Classify	Diagram	Create	Evaluate
Quote	Discuss	Complete	Differentiate	Critique	Explain
Read	Distinguish	Compute	Discriminate	Cultivate	Grade
Recall	Elaborate	Construct	Dissect	Debug	Hire
Recite	Estimate	Customize	Distinguish	Depict	Interpret
Recognize	Example	Demonstrate	Document	Design	Invent
Record	Explain	Depreciate	Ensure	Develop	Judge
Repeat	Express	Derive	Examine	Devise	Justify
Reproduce	Extend	Determine	Explain	Dictate	Measure
Review	Extrapolate	Diminish	Explore	Enhance	Plan
Select	Factor	Discover	Figure out	Experiment	Predict
State	Generalize	Draw	File	Explain	Prescribe
Study	Give	Employ	Find	Facilitate	Produce
Tabulate	Infer	Examine	Group	Format	Rank
Trace	Interact	Exercise	Identify	Formulate	Rate
Write	Interpolate	Execute	Illustrate	Generalize	Recommend
	Interpret	Explore	Infer	Generate	Release
	Observe	Expose	Interrupt	Handle	Select
	Paraphrase	Express	Inventory	Hypothesize	Summarize
	Picture graphically	Factor	Investigate	Import	Support
	Predict	Figure	Layout	Improve	Test
	Review	Graph	Manage	Incorporate	Validate
	Rewrite	Handle	Maximize	Integrate	Verify
	Subtract	Illustrate	Minimize	Interface	
	Summarize	Implement	Optimize	Join	
	Translate	Interconvert	Order	Judge	
	Visualize	Investigate	Organize	Lecture	
		Manipulate	Outline	Model	
		Modify	Point out	Modify	
		Operate	Prioritize	Network	

BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
		Personalize	Proofread	Organize	
		Plot	Query	Outline	
		Practice	Relate	Overhaul	
		Predict	Select	Plan	
		Prepare	Separate	Portray	
		Price	Size p	Prepare	
		Process	Subdivide	Prescribe	
		Produce	Train	Produce	
		Project	Transform	Program	
		Provide		Rearrange	
		Relate		Reconstruct	
		Round off		Relate	
		Sequence		Reorganize	
		Show		Revise	
		Simulate		Rewrite	
		Sketch		Specify	
		Solve		Summarize	
		Subscribe		Write	
		Tabulate			
		Transcribe			
		Translate			
		Use			

BLOOM'S REVISED TAXONOMY **AFFECTIVE** DOMAIN: VERB LIST

Receiving	Responding	Valuing	Organization	Internalizing
Ask	Accept responsibility	Associate with	Adhere to	Act
Choose	Answer	Assume responsibility	After	Change behavior
Follow	Assist	Believe in	Arrange	Develop behaviour code
Give	Comply	Be convinced	Classify	Develop philosophy
Hold	Conform	Complete	Combine	Influence
Select	Enjoy	Describe	Defend	Judge problem/issue
Show interest	Greet	Differentiate	Establish	Listen
	Help	Have faith in	Form judgments	Propose
	Obey	Initiate	Identify with	Qualify
	Perform	Invite	Integrate	Question
	Practice	Join	Organize	Serve
	Present	Justify	Weigh alternatives	Show mature attitude
	Report	Participate		Solve
	Select	Propose		Verify
	Tell	Select		
		Share		
		Subscribe to		
		Work		

BLOOM'S REVISED TAXONOMY QUESTIONING FRAMEWORK

	BLOOM'S REVISED ORDER	ACTIONS	EXAMPLES FOR: INTENTIONAL QUESTIONING-PROMPTING FOR HIGHER LEVEL/ORDER THINKING	
HIGHER-ORDER THINKING	<p><u>Creating</u></p> <p>(Putting together ideas or elements to develop an original idea or engage in creative thinking).</p>	Designing Constructing Planning Producing Inventing Devising Making	<ul style="list-style-type: none"> • What would you do differently next time? • Why? • What could you do next? Why? 	<ul style="list-style-type: none"> • What would you do differently next time? • Why? • What could you do next? Why?
	<p><u>Evaluating</u></p> <p>(Judging the value of ideas, materials and methods by developing and applying standards and criteria).</p>	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	What do you think is really good about what you are: <ul style="list-style-type: none"> • Building • Exploring • Cooking • Serving • Making • Inventing • Planning 	Look at what you are _____, <ul style="list-style-type: none"> • What do you think could be a problem with the way it is made? • Why do you think that? • What do you think will work really well? • Explain why you think so
	<p><u>Analyzing</u></p> <p>(Breaking information down into its component elements).</p>	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	<ul style="list-style-type: none"> • Do you see anything that is the same/different from _____? • How could you put this together in a different way? What would happen? 	<ul style="list-style-type: none"> • How would your _____ change if you didn't have _____? • What could you use instead? • Why do you think it would work?
LOWER-ORDER THINKING	<p><u>Applying</u></p> <p>(Using strategies, concepts, principles and theories in new situations).</p>	Implementing Carrying out Using Executing	What other uses does _____ have? <ul style="list-style-type: none"> • New Context • Different Purpose • Combine new context & new purpose 	What if you wanted to use what you are (making/cooking etc.) for a new/different purpose. What would you: <ul style="list-style-type: none"> • Add? • Remove? • Change?
	<p><u>Understanding</u></p> <p>(Understanding of given information).</p>	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	What is important about what you are: <ul style="list-style-type: none"> • Building • Exploring • Cooking • Serving • Making • Inventing • Planning 	<ul style="list-style-type: none"> • Explain how this (item/ingredient/part/amount etc.) is important to what you are doing.
	<p><u>Remembering</u></p> <p>(Recall or recognition of specific information).</p>	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Describe what you are: <ul style="list-style-type: none"> • Building • Exploring • Cooking • Serving • Making • Inventing • Planning 	Tell me what you are using to: <ul style="list-style-type: none"> • Cook • Build • Investigate • Serve • Examine • Fix • Copy

DENE KEDE

DENE KEDE, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. DENE KEDE was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within DENE KEDE shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds*.

DENE KEDE GRADE 7

Passage to Womanhood

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: With the onset of menstruation, girls were often put through special "rites of passage".	
Describe/discuss the rites of passage for girls and what they consisted of	<ul style="list-style-type: none"> • Once menstruation began for a girl, she would be separated from others, especially from men and boys. • Most Dene tribes practiced rites of passage where, once the girl began her menstruation, she would be set out in a shelter to live alone in the bush, away from her family. • The time spent away from others varied from a few weeks to a few months. • During this time, the girl was given challenges. The challenges, which were different from tribe to tribe, included meagre food and water, the tying of fingers together and being left alone for long periods of time to survive on her own.
Major Cultural Understanding: In times past, the Dene believed that young people gained spiritual power as they became adolescents.	
Provide ways in which spirituality was experienced by adolescents	<ul style="list-style-type: none"> • Adolescent girls and boys were seen to be ready to receive spiritual powers and were prepared for that. • Girls who had begun menstruating were seen to have powers that could negatively affect the power of men, especially their hunting activities. • During adolescence, boys often experienced dreams which gave them an understanding of their own personal medicine powers. • During adolescence, girls could also receive messages about their medicine powers. • Though it was at this age that people began having spiritual experiences, not all young people were able to have them. It was believed that special powers were given only to those who were especially good.
Major Cultural Understanding: The purpose of the rites of passage was to make it known to the girl and the community that the girl had come into the age of womanhood.	
Identify and discuss the purpose of the rites	<ul style="list-style-type: none"> • During this time, the girl would receive counselling and training from her mother, aunts and women Elders. • She would be told about how to care for her things and how to behave around others, now that she had the special powers that came to women who were menstruating. There were rules such as keeping your things organized and together, not walking over the legs of men or their hunting equipment, and not talking to men. • The challenges were meant to develop and test her stamina, strength, courage, resourcefulness and other character traits needed to be an adult woman, upon whom others could depend. • She learned the homemaking and caretaking skills which were considered crucial to the well-being of families.

DENE KEDE GRADE 7

Passage to Womanhood

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Identify and discuss the purpose of the rites (continued)	<ul style="list-style-type: none"> • It was believed that how a young person dealt with this time was an indication of how he or she would be in the future. This was the time when young men and women acquired new characters. • For this reason, the young women were strictly controlled and carefully scrutinized, not only during their time alone, but also when they returned to their families and until they were wed.
Major Cultural Understanding: Adolescence was a time of intense training for adulthood.	
Clarify and discuss the kind of training that the young women would receive	<ul style="list-style-type: none"> • Preparing hides for various uses • Sewing functional hide clothing that was warm, long-lasting and beautiful • Preparing food - butchering, cleaning, drying, cooking meat and fish, and gathering edible roots and berries • Packing loads and travelling, finding their way on the land and setting camp • Caring for young children • Hunting and snaring small game
Major Cultural Understanding: The basic traditional Dene methods and values of dealing with adolescents can be useful in preparing young girls to become women, even today.	
Explain how and why rites of passage can be a useful experience to young women today	<ul style="list-style-type: none"> • Rites of passage provide a time to learn about and reflect on what it means to be a woman: <ul style="list-style-type: none"> ○ Experiencing bodily changes ○ Dealing with feelings of fear and inadequacy ○ Developing attitudes of courage, patience, humility and determination ○ Developing a new role and learning new responsibilities ○ Becoming aware of her choices as she develops. • Having the attention and guidance of caring adult women during this time can help young women to deal with issues concerning their development. • The rites can be an opportunity for girls to focus on how their bodies and roles are changing. They are away from other people and distractions of the community.
Major Cultural Understanding: To know and understand about past ways and to experience them, even in a small way, helps one to feel a part of one's culture.	
Explain how these experiences will create a sense of identity for a woman	<ul style="list-style-type: none"> • To actually experience something that was experienced by our Dene women ancestors may help one to accept the value of the way things were done in the past. • Such an experience may help young girls to understand the feelings of the Elders. • Knowing about one's culture and understanding it enables young people to choose the things they feel are important to carry on with as Dene.

DENE KEDE GRADE 7

Fish Camp

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: Fishing locations	
<i>Note: Teachers should research and provide information specific to the fish camps used by the community.</i>	
Learn the specific information regarding fishing locations.	<ul style="list-style-type: none"> • Fish species that are caught in the area • Seasonal uses of fishing areas by community • Familiarity with maps and finding popular fishing sites • Distance from the community • Route landmarks and Dene names • Lakes, rivers, creeks and spiritual sites along the way • Dangerous areas by season • Historical land use information
Major Cultural Understanding: Fishing knowledge and skills	
Describe locations of various species and skills needed for successful fishing of these	<ul style="list-style-type: none"> • Life cycles, including spawning habits • Where fish tend to be found; different times of the day & seasons • How best to catch fish, based on knowledge of their habits • Fishing techniques: net with and without a canoe, rod, • Poling, fish dam
Major Cultural Understanding: Required equipment and supplies	
Identify and describe what is needed for equipment and supplies	<ul style="list-style-type: none"> • Fishing equipment • Camping equipment • Supplies and personal effects
Major Cultural Understanding: Canoe maintenance and handling	
Describe/demonstrate good canoe maintenance and handling	<ul style="list-style-type: none"> • Mixing gas • Starting an outboard • Dealing with flooding and spark plugs • Maneuvering in a storm • Dealing with overturned canoes • Using life vests • Maneuvering while net setting • Landing a canoe
Major Cultural Understanding: Handling fish	
Describe and demonstrate proper handling of fish	<ul style="list-style-type: none"> • Removing from a net • Cleaning and preparing • Making drying racks • Making dryfish and split fish • Making fish caches or stages in the fall
Major Cultural Understanding: Camping skills and attitudes	
Identify and demonstrate correct camping and skills and attitudes	<ul style="list-style-type: none"> • Tent location: near wood and water • Spruce bough floor • Campfire: location, finding wood and starting fire quickly • Cooking and washing facilities • Bed rolls and personal hygiene areas • Movement within the tent • Rules for eating • Doing chores and doing one's share • Finding ways to be helpful

DENE KEDE GRADE 7

Fish Camp

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: Dene laws and spirituality	
Explain the Dene laws and their relationship to fishing	<ul style="list-style-type: none"> • The need to listen to and obey instructors and Elders • Honouring the water, land and fire • Handling fish and equipment with respect • Sharing with the community
Major Cultural Understanding :Land safety and survival	
Demonstrate and explain land safety and its relationship to survival	<ul style="list-style-type: none"> • Caring for dangerous or hazardous items: guns, fuel, axes, etc. • Water safety • Starting a fire in the rain • First aid for burns, cuts and broken bones • Bear hazards • Appropriate dress • Buddy system • Distress calls • Staying in one place when lost • Temporary shelters • Using smoke for repellent • Drinking water safety: boiling and moving water • Direction and orientation • Fishing with wires and hooks
Major Cultural Understanding: Economic value of fishing	
Identify and discuss the economical value of fishing	<ul style="list-style-type: none"> • Nutritional value compared to store bought foods • Comparing cost of local fish to imported meats
Oral Tradition	
Major Cultural Understanding: The Dene have used the oral tradition as a way of passing knowledge from one generation to the next	
<i>Note: Teachers should research and provide information specific to the fish camps used by the community.</i>	
Describe ways that illustrate that the oral tradition is about communication and culture	<ul style="list-style-type: none"> • Without a body of knowledge, there is no culture. Knowledge must be passed from generation to generation in order for a culture to continue. • In the oral tradition, knowledge is passed from person to person orally, rather than in written form. • The knowledge that is passed down can include information, facts, wisdom, beliefs, customs and moral teachings. • Elders were usually the ones to pass on the oral knowledge. Therefore they became known as the teachers of the Dene culture. • Knowledge was often presented in the form of stories and legends. • The oral tradition requires very good listening and memory skills.

DENE KEDE GRADE 7

Oral Tradition

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: The oral tradition has enabled the Dene culture to continue.	
Describe how the Dene oral tradition has many cultural purposes	<ul style="list-style-type: none"> • It is used to teach skills and knowledge concerning survival. • It is a way of teaching morals, beliefs and customs. • It can be used to counsel & guide individuals in their life decisions. • It is a form of entertainment. • It is a way to pay tribute to the Creator, the land or to certain individuals.
Major Cultural Understanding: Legends are the most important part of the Dene oral tradition	
Identify the reasons that make legends so important to the Dene	<ul style="list-style-type: none"> • They are very old stories which have come down from the first people. • With some variations, they are basically the same story told generation after generation. They are what generations of Dene have in common and what binds them together. • They contain Dene historical information. • They provide gentle moral guidance. • They are rich with Dene beliefs, explanations about life and customs. • They are a good source of entertainment. • They are rich in language.
Major Cultural Understanding: There are Dene customs that are followed when learning from an Elder.	
Describe how the Dene customs and learning from an Elder are related	<ul style="list-style-type: none"> • Stories from Elders are given in exchange for a gift. Local customs vary and should be followed. • In the presence of Elders, good listening skills are essential. • In the presence of Elders, respectful behaviour is required. • Local customs vary and should be followed.
Major Cultural Understanding: The youth of today have a crucial role to play in preserving the oral knowledge of the Dene.	
Express how the role that must be played by the youth of today, is crucial to preserve the oral Dene knowledge	<ul style="list-style-type: none"> • They must develop good listening and memory skills so they can pass on the knowledge of the Dene. • They must spend time on the land and with Elders in order to hear and understand their words.
My People, My Identity	
Major Cultural Understanding: The Dene are a family made up of First Nations tribes in the Mackenzie Valley who have similar languages, cultures, histories and perspectives on life.	
<i>Note: Teachers should research and provide information specific to the fish camps used by the community.</i>	
Identify the tribes belonging to the Dene family	<ul style="list-style-type: none"> • Chipewyan • Dogrib • Gwich'in • North Slavey • South Slavey
Describe ways in which the Dene groups are a family	<ul style="list-style-type: none"> • They share similar beliefs, values and a basic perspective on life. • They all speak variations of the Athapaskan language. • They were the first people to inhabit and live in the Mackenzie valley and delta. • They all had similar patterns of life and land use (see resource 2).

DENE KEDE GRADE 7

My People, My Identity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: As a Dene, I must know my family identity.	
Clarify why I must know my family identity	<ul style="list-style-type: none"> • I will know who I am related to so I can have a place to belong and will know how I fit into a larger family. • It will allow me to know my tribal and band identity(s).
Major Cultural Understanding: The Dene tribe to which I belong has its own distinct language, culture and history.	
Describe ways that my tribe is distinct	<ul style="list-style-type: none"> • We have our own territory and trails for hunting. • Our distinct territory causes us to have our own patterns of life and land use (see Resources 2 to 6). • We have our own dialect and sub-dialects of the Athapaskan language. • Since the time of contact with the non-Dene, we have our own history and resulting effects on our traditional way of life.
Major Cultural Understanding: The relationship between Dene tribes has varied historically	
Identify the different relationships that Dene Tribes had with each other	<ul style="list-style-type: none"> • Bands of Dene who moved around in order to survive travelled freely into neighbouring tribal territories. There were no marked boundaries, but people were aware of who tended to live in a certain territory. • When bands of people from different tribes would meet each other while travelling the land, initial contact was with some apprehension and caution. Past experiences taught that such contact was not always free of conflict. Often, the bands would exchange gifts (which was seen as trade by Europeans) as a symbol of goodwill. • Bands of people who were considered friendly were treated with feasts, drum dancing and games. • Relationships between some of the tribes were historically filled with conflict in the form of abductions, war parties and violent chance encounters. This was particularly true for a period of time between the Yellowknives (a band of Chipewyan people) and the Dogrib. • Though each tribe negotiates its own land claim, we still feel we are a part of a bigger identity - the nation of Dene people.
Major Cultural Understanding: My Dene identity can be strengthened by learning the history of my people	
Describe ways in which I can strengthen my Dene identity	<ul style="list-style-type: none"> • Learn what tribes are in the Dene family and what makes them a family • Find out my family, band and tribal identity • Learn the story of my tribe and band • Learn and live the values held by my people • Learn, practice and use the language of my people

DENE KEDE GRADE 7

My People, My Identity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>Major Cultural Understanding: The values of my people remain to guide us in our lives and to provide us with a sense of identity.</p>	
Identify Dene values that can be used to guide our lives and to give us a sense of identity in various contexts	<p>Values which guide us in the way we interact with one another:</p> <ul style="list-style-type: none"> • We value coming together to celebrate our unity or to support one another in troubled times. • We value participating in group efforts which benefit the whole community • We value our birthright - the right to belong to a group by virtue of our birth parents. • We value education through our Elders, learning not simply about the past, but valuing the wisdom of age and experience. • We value caring for and sharing with one another. • We value the right of one another to make our own decisions. • We value the talents and strengths that individuals bring to our people as a whole. • We value the friendships which help to make us complete. <p>Values which guide us as individuals:</p> <ul style="list-style-type: none"> • We value becoming capable and able to support others in need. • We value being humble. • We value being non-interfering and mindful of our own affairs. <p>Values which guide our relationship with the land:</p> <ul style="list-style-type: none"> • We honour and care for the land because it is our spiritual source and because it sustains us. • We value our Dene laws, which were given to help us in our relationship with the land. • We value our time on the land because it is the heart of our culture. • We value the Dene skills and knowledge for living on the land.
<p>Developing Dene Skills</p> <p>Major Cultural Understanding: Basic Dene skills have enabled the Dene to survive as a people.</p>	
Describe skills that are basic to the Dene culture	<ul style="list-style-type: none"> • Enable Dene people to enjoy, support and work with one another • Enable the Dene to live from the land and be healthy in body • Provide strength of spirit
<p>Major Cultural Understanding: Basic Dene skills are valuable for the young Dene of today.</p>	
Identify valuable basic Dene skills and describe in relation to how they help current young Dene people	<ul style="list-style-type: none"> • Enjoy, use and protect the land • Make a living • Create a healthy family and community • Become healthy in mind, body and spirit • Carry on the culture of the Dene

DENE KEDE GRADE 7

My People, My Identity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: Certain attitudes are helpful in learning and developing basic Dene skills	
Describe the attitudes required for development of basic Dene skills are and how they are helpful	<ul style="list-style-type: none"> • Willingness to take risks and to try something, even though the results may not be perfect • Willingness to persevere at practicing and not become frustrated • Willingness to choose to practice and learn, rather than to engage in self-destructive Or wasteful activities • Attentiveness while listening and watching
Major Cultural Understanding: Talented and capable Dene have found certain techniques useful for learning skills and developing talents. •	
The techniques used by talented and capable Dene include	<ul style="list-style-type: none"> • Setting small goals for oneself• • Imagining what the finished product will look like • Promising small rewards for oneself along the way as one makes progress • Reminding oneself that perfection only comes with practice • Reminding oneself of why one wants to develop the skill • Finding people with the particular skills you wish to learn (often a parent or a relative) and being attentive at listening and watching them

ART GRADE 7

Dance

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Creative/Productive (CP) K-12 Goal: Students will inquire, create, and communicate through dance, drama, music, and visual art.	
Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments). CP7.1	<ul style="list-style-type: none"> • Use inquiry in dance to extend understanding of place (e.g., examine historical relationships of people to the land in Saskatchewan): <ul style="list-style-type: none"> ○ Generate key questions to guide inquiry in dance (e.g., How could we represent through dance the relationships between people and the prairie landscape or the difference between urban and rural environments?). ○ Summarize and focus knowledge of topic to determine information needs. ○ Generate additional relevant questions for exploration. ○ Prepare and use a plan to access the Internet and other sources (e.g., print, digital, community) to gather ideas for dance-making. ○ Use the dance-making process to explore the central questions and ideas (e.g., How can we show through movement the vastness of the prairie spaces or the migration of peoples?). ○ Expand on dance and movement ideas in reflective records such as journals, blogs, and video or audio recordings. ○ Keep a record of dance phrases using invented and/or traditional notation symbols, and video where possible, to explore, record, and reconstruct movements. ○ Reflect, analyze, and make connections between the original topic or inquiry question and subsequent dance explorations. • Investigate how a single idea can be developed in many ways and directions (e.g., How many different ways can we represent in movement a sense of community within an isolated landscape?). • Recognize valuable accidents in exploration and put them to use when appropriate. • Demonstrate self-awareness in decision making about own movement selections. • Reflect on how movement, dance elements, and principles of composition can be organized to convey meaning in dance (e.g., What message or ideas does our dance communicate about our sense of place in Saskatchewan?).
Investigate and manipulate the elements of dance and principles of composition including tension and resolution. CP7.2	<ul style="list-style-type: none"> • Investigate and demonstrate ways of creating tension and resolution using the elements of actions, body, relationships, dynamics, and space. • Analyze, discuss, and explore through movement, the principles of tension and resolution in dance. • Use inquiry to investigate questions about relationships among the elements of dance and principles of tension and resolution:

ART GRADE 7

Dance

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CP7.2	<ul style="list-style-type: none"> ○ Generate questions about the elements of dance and principles of tension and resolution to guide inquiry (How can we build a feeling of tension using the elements of dynamics and shape? How could we use the principles of tension and resolution in a composition about relationships between people and the land?). ● Identify ways that dances begin, build toward something, and come to resolutions during specific sections or within the dance as a whole. ● Investigate and demonstrate ways that tension can function as a highlight or turning-point in a dance. ● Investigate and demonstrate ways that resolution resolves or settles sections within the dance or the dance as a whole. ● View and analyze own and peers’ dance compositions for application of dance elements and tension and resolution. ● Use the elements and principles expressively in dance. ● Practice sustaining and controlling energy. ● Explore and apply biomechanical concepts and principles of balance, stability, spin, and rotation (see grade 7 physical education curriculum outcome 7.6) during warm-ups and dance compositions.
Create and refine transitions within choreographic forms (e.g., ABBA, narrative). CP7.3	<ul style="list-style-type: none"> ● Sequence movements purposefully to support transitions when creating and combining dance phrases. ● Demonstrate clarity of transitions between dance phrases. ● Develop and refine transitions using reflection, decision making, and movement problem solving. ● Create dance transitions for various forms such as binary (AB), ternary (ABA), theme and variations, narrative, collage, chance, and organic. ● Demonstrate how the whole body contributes to focus that can be inward or outward during movement phrases and transitions. ● Repeat movement phrases and transitions of increasing difficulty with accuracy. ● Take risks and solve dance problems in new ways. ● Extend body’s range of movement, strength, and balance with attention paid to correct alignment and clarity of action.
Drama	
Investigate how dramatic character develops from role. CP7.4	<ul style="list-style-type: none"> ● Demonstrate confidence and imagination when working in various roles. ● Investigate when in role how character may be expressed through actions. ● Use language with purpose to develop character and achieve dramatic intent when speaking and writing in role. ● Discuss own roles and analyze contributions to the work. ● Demonstrate when in role how characters use actions or interact with others for different purposes.

ART GRADE 7

Drama

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CP7.4	<ul style="list-style-type: none"> • Revise work based upon reflection and critical analysis of the role and character. • Identify how roles and drama work can contribute to deeper understanding of self and others.
Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation. CP7.5	<ul style="list-style-type: none"> • Contribute to the choice and use of drama strategies such as tableau, tapping in, writing in role, improvisation, and a variety of others to achieve purpose. • Investigate the many possibilities for structure and direction of dramatic works. • Recognize that co-operative effort is essential to satisfaction in drama and collaborate with others to help direct the course of the drama work. • Negotiate, accept the ideas of others, and work toward consensus in dramatic work. • Identify and discuss the importance of focus to successful drama work. • Identify and discuss the presence of tension and contrast in own drama work. • Identify the objects or events in drama work that function as symbols. • Reflect on and describe the contributions and the work of each group member. • Explain how drama work helps to develop a deeper understanding of communication and interdependence.
Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation. CP7.6	<ul style="list-style-type: none"> • Use inquiry in drama to extend understanding about the importance of place in peoples' lives: <ul style="list-style-type: none"> ○ Generate questions to guide inquiry about the concept of place (e.g., What if we traveled back in time to observe the signing of the Treaties? What if urban youth were given control of city planning for one year? What is unique about being from, or living in, Saskatchewan?). ○ Prepare and use a plan to access the Internet and other sources (e.g., print, digital, community) to research and gain information and ideas that will contribute to the authenticity and significance of the drama. • Collaborate with others to manipulate tension, focus, contract, and symbol to express ideas about the importance of place in peoples' lives. • Pose questions about the work for purposes of reflection and further development of the drama (Is our drama capturing the time and place of living in the 1800s in Saskatchewan?). • Discuss conflicts that may have arisen during the work and how these conflicts were resolved. • Recall and express responses to the work using a variety of reflective strategies such as 'hot seating', 'marking the moment', or 'walls have ears'.

ART GRADE 7

Drama – (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CP7.6	<ul style="list-style-type: none"> • Describe how dramas and collective creations relate to own lives, cultures, and society

Music

Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and constructed environment. CP7.7	<ul style="list-style-type: none"> • Sing and play accurately and expressively, and improvise individually and in groups, with voice and instruments. • Experiment with the voice and instruments by creating and imitating sounds and apply these discoveries in own work. • Maintain melodic and harmonic parts. • Experiment with ways that a single musical idea can be developed or evolve in many ways and directions. • Explore and determine appropriate sound sources, forms, and processes for creating music expressions. • Investigate music from various places of the world, and analyze relationships among the instrument, the use of sound, and the place of origin (e.g., steel drums, sitar, didgeridoo, First Nations' flutes). • Pose questions about sound to guide inquiry into the expressive and symbolic use of sound and silence. • Use sounds symbolically to convey a variety of ideas and meanings. • Demonstrate sensitivity to the ways voices change with age and musical experiences. • Distinguish among diverse voice types, styles, and forms of vocal expression. • Demonstrate appreciation for the acquisition of instrumental/vocal technical and improvisational skills and set goals to improve own skills.
Investigate and manipulate elements of music and principles of composition including tension and resolution. CP7.8	<ul style="list-style-type: none"> • Use inquiry in music to extend understanding of composition principles of tension and resolution: <ul style="list-style-type: none"> ○ Pose questions to guide inquiry into how elements of music can be manipulated to create tension and resolution (e.g., How is rhythm used to create tension and resolution? How can dynamics be used to create tension and resolution? How can the elements be combined to create tension and resolution?). ○ Conduct a collaborative inquiry and experiment with voice and instruments to explore the inquiry questions. ○ Collaborate with peers to document the inquiry process (e.g., record on video). • Demonstrate how musicians and composers create principles of composition such as tension and resolution by manipulating the elements of music (i.e., rhythm, melody/pitch, dynamics, timbre/tone colour, texture). • Identify tension and resolution in own music and the music of others, and analyze how it is achieved.

ART GRADE 7

Music - (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CP7.8	<ul style="list-style-type: none"> • Demonstrate how metre can be regular (123-123-123), irregular (12-12345-123), or alternating (12-123-12-123). • Use standard and invented notation to represent rhythmic and melodic patterns. • Analyze ways of using the elements of music expressively in own compositions and other music. • Manipulate the elements to create tension and resolution and evaluate choices and results. • Describe the use of the elements using appropriate terminology. • Demonstrate the ability to collaborate with others to improve the quality of compositions and performances. • Keep an ongoing record of ideas and problem solving processes for own sound/music expressions, and recognize the value of doing so. • Discuss the intentions, problem-solving process, and interpretations of their own and others' music expressions. • Examine how principles of composition connect and organize elements of music into cohesive works.
Use traditional and/or homemade instruments to investigate relationships between musical expression and place (e.g., world music, African and Latin drumming, Indonesian gamelan, North American First Nations' flutes, Caribbean steel bands, urban street culture). CP.7.9	<ul style="list-style-type: none"> • Use drums and other percussion instruments (traditional and/or homemade) to play world music rhythms (e.g., African and Latin rhythms). • Create various call and response patterns, follow a leader, and collaborate in percussion groups such as drum circles. • Play traditional world rhythms and notate using traditional and/or invented notation. • Create improvised rhythms using percussion instruments, or digital technologies where possible, and notate using traditional and/or invented notation. • Research using the Internet and other sources of information (e.g., books, CDs, local musicians) to investigate how musicians and composers are influenced by music from various parts of the world. • Analyze and describe how musicians and composers incorporate world music into contemporary work (e.g., STOMP). • Demonstrate imaginative use of world rhythms in own sound compositions. • Investigate ways that the elements of music are used expressively in different places of the world and apply this understanding to own work. • Describe how music is a unique means of communication and recognize the importance of musical expression in various world locales.

ART GRADE 7

Visual Art

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment). CP7.10</p>	<ul style="list-style-type: none"> • Use inquiry in visual art to extend understanding of the importance of place (e.g., examine historical relationships of people to the land in Saskatchewan): <ul style="list-style-type: none"> ○ Generate key questions to guide inquiry in visual art (e.g., How could we represent visually the uniqueness of the prairie landscape or the difference between urban and rural environments in Saskatchewan?). ○ Summarize and focus knowledge of topic to determine information needs. ○ Generate additional relevant questions for deeper exploration. ○ Prepare and use a plan to access the Internet and other sources (e.g., print, digital, community) to gather ideas for visual art. ○ Explore the central questions and ideas visually (e.g., How can we visually depict the vastness of the prairie spaces or the migration of peoples?). ○ Expand on ideas in visual journals or other reflective records such as video. • Analyze and discuss connections between the original topic or inquiry question and subsequent visual art explorations. • Investigate how a single idea can be developed in many ways and directions (e.g., How many different ways could we represent visually a sense of community within an isolated prairie landscape?). • Reflect on how images, elements of art, and principles of composition can be organized to convey meaning in visual art (e.g., What message or ideas does our art work communicate about our sense of place in Saskatchewan?). • Demonstrate awareness that artists are observant of their environment and often express ideas about the role and representation of place in their work. • Recognize that visual art is a means of personal exploration and communication, and appreciate the importance of visual expression.
<p>Investigate and use various visual art forms, images, and art-making processes to express ideas about place. CP7.11</p>	<ul style="list-style-type: none"> • Select various visual art forms (e.g., comics, photography, sculpture, film) to express ideas about the students' place (e.g., neighbourhood, the prairie, inner city). • Describe own decision-making processes, and discuss how essential they are to the creative process. • Demonstrate awareness of various health and safety hazards and procedures in visual art (e.g., electric kiln safety). • Manipulate the elements of art, principles of design, images, and symbols to express ideas and communicate visually.
<p>Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media. CP7.12</p>	<ul style="list-style-type: none"> • Demonstrate skillful use of a range of appropriate tools, technology, materials, and techniques. • Demonstrate keen observations of detail, and represent unique features of individual people, animals, plants, and so on.

ART GRADE 7

Visual Art – (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CP7.12	<ul style="list-style-type: none"> • Depict people and objects using correct proportion. • Explore and demonstrate understanding of the role of light and shadow in creating the illusion of form. • Demonstrate how point-of-view can be manipulated. • Demonstrate understanding of the concept of a vanishing point in linear perspective. • Explore relationships among shape, space, and form. • Recognize that scale may or may not be realistic. • Experiment with different ways of creating focal points or emphasis (e.g., size, contrast, outlining, repetition, isolating). • Describe own problem-solving processes and discuss explorations and comparisons of various media.
<p>Dance, Drama, Music, Visual Art CRITICAL/RESPONSIVE (CR) K-12 Goal: Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, creativity, research, and collaborative inquiry.</p>	
Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research. CR7.1	<ul style="list-style-type: none"> • Describe, analyze, and interpret dance, drama, music, and visual art works. • Demonstrate critical and creative thinking using one or more approaches such as those described in “Responding to Arts Expressions”. • Conduct research into the contexts within which selected arts expressions were created, and present findings in innovative ways (e.g., role drama, talk show from
Investigate and identify ways that the arts can communicate a sense of place. CR7.2	<ul style="list-style-type: none"> • Analyze and discuss the intentions, development, and interpretations of the concept of place as represented in own and peers’ art works. • Research, using the Internet and other sources, to investigate how some professional artists express a sense of place in their work. • Share research findings or documentation with others.
Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs. CR7.3	<ul style="list-style-type: none"> • Distinguish among diverse styles of visual art, dance, drama/theatre, music, and other forms of expression (e.g., film) from different cultural and historical contexts. • Examine own and peers’ work as expressions of unique experiences, and personal values and beliefs, created within a particular time and place. • Examine and analyze diverse artistic representations and interpretations of place (e.g., relationships with the land and urban/rural environments) in the work of Saskatchewan artists including, for example, music, lyrics, First Nations’ drum groups and dances, Métis arts, heritage social dances, dramatic arts, landscape painters, architects, or site specific works.
<p>CULTURAL HISTORICAL (CH) K-12 Goal: Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.</p>	
Investigate how artists’ relationship to place may be reflected in their work. CH7.1	<ul style="list-style-type: none"> • Examine arts expressions from around the world to determine how, and why, place is often represented or reflected in the work.

ART GRADE 7

Dance, Drama, Music, Visual Art

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CH7.1	<ul style="list-style-type: none"> • Describe ways that an artist’s place might be a source of inspiration in different arts disciplines (e.g., photography, music styles, architecture, theatre, heritage dances). • Analyze and describe contributions that artistic work makes to the individual and his or her place/community (e.g., commercial value, cultural value, functional value, expressive value).
Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments). CH7.2	<ul style="list-style-type: none"> • Research Indigenous artists from around the world to examine how their work conveys the importance of land, and share these insights with others. • Analyze and interpret the work of Indigenous artists within its cultural and contemporary contexts. • Examine and compare how the land influences the choices made by Indigenous artists around the world (e.g., choice of medium and subject matter such as Haida totem carving, Dakota pipestone carving, Inca gold engraving). • Demonstrate awareness of how contemporary Indigenous artists are influenced by place (e.g., hip hop and graffiti artists who use the urban landscape as a space for expressing ideas).
Investigate and identify a variety of factors that influence artists, their work, and careers. CH7.3	<ul style="list-style-type: none"> • Research to determine various influences on the work and careers of selected Canadian artists. • Describe some of the entrepreneurship abilities (e.g., marketing, networking, risk taking, innovation, self-discipline, technological literacy, independent learning) required by artists in different disciplines. • Analyze relationships among artistic work, the community, and the economy (e.g., What do artists and arts organizations contribute to the community?). • Examine work scenarios in the arts involving issues such as stereotyping, bias, and discrimination (e.g., stereotyping of male dancers, or males and females using non-traditional visual art materials) and discuss how these may limit opportunities. • Explain ways that technology is used by artists in dance, drama, music, visual art, and interdisciplinary creations. • Research and analyze new forms of technology used by contemporary artists to create and market their work.