

ARTS GRADE 8

CURRICULUM PACKAGE

February 2012

*Creating
Futures*



2012

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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 8

Strong Like Two People:

Module Purpose: to motivate student to pursue educational goals which include learning in Dene and non-Dene cultures

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is 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: Education in both cultures creates a person who is "Strong Like Two People".	
Explain ways that education in both cultures creates a person who is "Strong Like Two People".	<ul style="list-style-type: none"> • Demonstrate understanding of how academic and cultural education creates a person who is Strong Like Two People. <ul style="list-style-type: none"> ○ S/he can operate in and enjoy both cultures. ○ S/he has the trust of both cultures and can help the two to understand each other. ○ S/he will be able to make positive choices from both cultures.
Major Cultural Understanding: Being "Strong Like Two People" will provide more opportunities for the student.	
Describe how being "Strong Like Two People" will provide more opportunities for the student.	<ul style="list-style-type: none"> • Explain opportunities that might include: <ul style="list-style-type: none"> ○ Occupational choices and higher standards of living ○ Prestige ○ Gain knowledge and therefore influence ○ Ability to help Dene in complex areas of economic and political development ○ Ability to learn and experience the world
Major Cultural Understanding: Attitudes for becoming "Strong Like Two People"	
Identify attitudes for becoming "Strong Like Two People"	<ul style="list-style-type: none"> • Explain benefit of attitudes such as: <ul style="list-style-type: none"> ○ Setting academic and cultural goals ○ Seeking learning experiences and support
Major Cultural Understanding: Strategies for goal setting	
Identify various strategies for goal setting	<ul style="list-style-type: none"> • Visualize self in five years as a young adult • Assess personal strengths and weaknesses that will help or hinder in reaching long-term goals • Identify year-end goals • Identify what must be done to reach goals • Identify people to help them reach their goals • Identify shorter-term goals
Hunting Camp	
Module Purpose: to give students the knowledge and understandings related to a spring or fall hunting camp and to give them the experience of a fall hunting camp.	
Major Cultural Understanding: Dene knowledge of the hunting area is important to hunting success and safety.	
Explain ways in which Dene knowledge of the hunting area is important to hunting success and safety.	<ul style="list-style-type: none"> • Describe route landmarks and Dene names • Identify geographical features, landmarks and spiritual site in the area • Identify potentially dangerous areas • Explain importance of historical land use information • Identify seasonal uses of area by community
Major Cultural Understanding: Dene knowledge of game is important for hunting success.	
Describe how Dene knowledge of game is important for hunting success.	<ul style="list-style-type: none"> • Identify small game found at hunting location • Identify small game and caribou habitat, life cycles and habits (Note: Caribou are to be studied only if people in the community hunt them. This can be substituted with any other large game hunted in the fall or spring.) • Describe hunting techniques based on knowledge of game • Identify other resources in the area used by the community

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Hunting Camp

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is 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: Attitudes related to camping and hunting	
Explain significance of attitudes related to camping and hunting	<ul style="list-style-type: none"> • Explain importance of showing respect toward others and the land • Ways to learn in unfamiliar situations • Demonstrate taking responsibility and leadership in doing camp chores • Demonstrate following leadership of the hunt leader during the hunt • Demonstrate patience and determination
Major Cultural Understanding: Skills related to land travel and camping	
Demonstrate skills related to land travel and camping	<ul style="list-style-type: none"> • Demonstrate setting up and maintaining a camp • Demonstrate using a map for travel • Demonstrate computing travel distances using a map • Demonstrate canoe handling • Demonstrate using direction indicators
Major Cultural Understanding: Skills related to hunting	
Demonstrate skills related to hunting	<ul style="list-style-type: none"> • Illustrate how to predict weather • Demonstrate skills of: tracking, pursuing and shooting game • Demonstrate the making of stretchers or other equipment required for small game
Major Cultural Understanding: Skills related to Dene laws	
Explain/demonstrate various skills related to Dene laws	<ul style="list-style-type: none"> • Ways of honouring water, land and fire • Illustrate handling game and equipment with respect • Describe reasons for hunting only as much as can be used and using as much of the parts as possible
Major Cultural Understanding: Skills related to land and water safety and survival	
Explain/demonstrate skills related to land and water safety and survival	<ul style="list-style-type: none"> • Explain ways of making shelter: moss huts with smoke fire, spruce bark • Describe how to make a shelter with pitch and roots and poles, spruce bough shelters • Explain first aid for burns, cuts and broken bones review • Demonstrate and/or describe practice of gun safety • Explain ways of finding direction using stars and wind and sun • Illustrate using ingenuity "when tools are not available • Describe/demonstrate how to make basic repairs to small engines
Major Cultural Understanding: Skills related to handling hunting and camping equipment and supplies	
Explain/demonstrate skills related to handling hunting and camping equipment and supplies	<ul style="list-style-type: none"> • Explain ways of gathering hunting equipment and basic camping supplies • Explain ways of packing for efficiency
Major Cultural Understanding: Skills related to handling game	
Explain/demonstrate skills related to handling game	<ul style="list-style-type: none"> • Explain ways of: <ul style="list-style-type: none"> ○ Cleaning and butchering ○ Making caches ○ Smoking meat or making drymeat ○ Cooking meat on a campfire ○ Packing meat

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Birchbark Canoes

Module Purpose: to give students an awareness and appreciation of the science and technology behind the Dene birchbark canoes, an understanding of the historical importance of the canoe, and experience with working with land materials in a Dene way

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is 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 birch bark canoe is an example of the sophistication of traditional Dene technology.	
Explain ways in which the birch bark canoe is an example of the sophistication of traditional Dene technology.	<ul style="list-style-type: none"> • Describe the scientific and technological principles of structure and materials used for: <ul style="list-style-type: none"> ○ Creating maneuverability and speed for the canoe ○ Creating canoe durability ○ Creating ability of canoe to bear weight ○ The scientific principles involved in: <ul style="list-style-type: none"> ○ Slipstreaming
Major Cultural Understanding: Canoes were a very important part of Dene history and culture.	
Identify how canoes were a very important part of Dene history and culture.	<ul style="list-style-type: none"> • Provide details regarding how canoes were a part of history and culture of the Dene in the following ways: <ul style="list-style-type: none"> ○ Uses of birch bark vs. Spruce vs. Moose hide canoes by ○ Various tribes and in various seasons ○ Caribou hunting ○ Fishing ○ Muskrat hunting ○ Trading ○ Enabled extensive hunting territory during summer ○ Months <ul style="list-style-type: none"> ○ Into the barrens ○ Down mountains
Major Cultural Understanding: Canoe building involved expertise and cooperation.	
Explain ways in which canoe building involved expertise and cooperation.	<ul style="list-style-type: none"> • Describe how Birchbark and moose hide canoes were built involving the efforts of many people working cooperatively together. • Explain reasons why learning how to build the canoes required many years of experience with others more knowledgeable and experienced in the making and using of canoes. • Explain ways in which those who were very skilled at building birchbark or moose skin canoes were highly esteemed people because the canoe designs were the result of generations of Dene experimenting and learning from one another. The knowledge passed down from one to another was very complex and invaluable.
Major Cultural Understanding: The land was shown respect when taking materials for canoe building.	
Describe way that the land was shown respect when taking materials for canoe building.	<ul style="list-style-type: none"> • Explain how bark was taken from trees in such a way that the trees were not killed. • Describe ways that the land was honoured for the resources it gave 10 enable life.
Major Cultural Understanding: Skills related to working with wood.	
Describe and/or demonstrate skills related to working with wood.	<ul style="list-style-type: none"> • Describe how to: <ul style="list-style-type: none"> ○ Work with spruce wood, spruce root, birchbark, spruce gum and moss ○ Work with wood working tools • Explain ways in which to achieve wood working while in the bush

DENE KEDE GRADE 8

Birchbark Canoes

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is 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: Attitudes related to working with wood.	
Explain positive attitudes related to working with wood.	<ul style="list-style-type: none"> • Describe how to demonstrate respecting and learning from resource people or Elders • Explain value of reflecting on personal talents and interests with respect to new experiences • Demonstrate how to show patience and determination while developing one's woodworking skills
Leadership	
Module Purpose: to give students an understanding of the meaning of Dene leadership, to provide them with stories of Dene leaders and heroes, and to give them a sense of what Dene leadership mean today.	
Major Cultural Understanding: A traditional Dene leader was one who enabled others to survive.	
Explain how a traditional Dene leader was one who enabled others to survive.	<ul style="list-style-type: none"> • Identify ways in which food and security were provided to those who went with a leader because of the leader's special abilities.
Major Cultural Understanding: Traditionally, Dene leaders were spiritual leaders.	
Explore and explain how traditionally, Dene leaders were spiritual leaders.	<ul style="list-style-type: none"> • Explain ways in which they lived morally good lives. • Explore and describe how they were prophets with messages to the Dene from the Creator. • Provide details of how they reminded Dene that there was a power greater than them and that they had to be humble in their living.
Major Cultural Understanding: Traditional Dene leaders had special abilities and attitudes.	
Identify traditional Dene leaders had special abilities and attitudes.	<ul style="list-style-type: none"> • Describe how they led by example rather than by force or persuasion. • Identify how that they were the most capable providers. • Explain ways that they knew the land exceptionally well and were hardworking. • Explore ways that they were often spiritual people possessing medicine powers that they used for the good of the people. • Describe their foresight and planned ahead. • Explain ways in which they demonstrated they were concerned with the welfare of the whole group, rather than simply themselves and their families. • Provide examples of ways they were generous. • Explain how they were humble. They did not brag about their abilities, nor did they abuse their power by imposing their wishes on people. • Describe how they recognized that their leadership was based on the support of others. • Provide examples of how they were often good orators and communicators.
Major Cultural Understanding: Traditionally, leaders were identified by Elders and led through consensus.	
Explore ways in which traditionally, leaders were identified by Elders and led through consensus.	<ul style="list-style-type: none"> • Explain why people did not compete for leadership nor were there elections. <ul style="list-style-type: none"> ○ Instead, a person became a leader when others chose to follow him or her (traditionally, the leaders were predominantly male) because of his abilities and attitudes. • Describe the impact of there being no law that said that everyone must follow the same leader. Those who did not wish to follow that person were free to go their own way or to make their own decisions. • Explore ways in which elders and the most experienced were influential deciding who should be chosen as leader. Every person did not have equal influence or power in deciding who to follow.

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Leadership

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is 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: Traditionally, leadership was based on consensus.	
Explain how traditionally, leadership was based on consensus.	<ul style="list-style-type: none"> • Describe how all those who depended upon his leadership chose him freely to be their leader. They gave the leader their full support in carrying out any decision that was made for the group. There was little in the way of fighting. Those who felt strongly in opposition to a leader could go their own way. • Explain how those who dissented were free to speak their minds to the leader. A good leader would hear all voices, especially those of the Elders and find a solution that suited everybody's concerns (consensus decision-making). • Describe how once consensus was reached and a decision made, it was expected that all the people in the group would act responsibly and efficiently in carrying out the decision. To do otherwise threatened the safety of the group.
Major Cultural Understanding: Traditionally, there were different levels of Dene leadership.	
Identify how traditionally, there were different levels of Dene leadership.	<ul style="list-style-type: none"> • Describe and discuss various levels of Dene Leadership, including: <ul style="list-style-type: none"> ○ The band camp - this was the main group of the Dene in traditional times. Most of their time was spent living within this group (see Grade 7 - Module Four). Often the camps were made up of extended families and friends and followers. The leader of this camp was often a male head of the extended family, a person who displayed all the characteristics of a good leader. ○ The tribe – when bands would come together for special annual hunts or celebrations, usually one person was chosen to speak for all of them. This tribal leader would meet with the bandleaders and Elders to make decisions concerning the tribe. ○ The hunting group or family camp - Small hunting groups would sometimes go off from the band camp to hunt and live, especially when food was scarce. These groups were usually made up of family, a father perhaps and one or two grown sons with their wives and children. The father or oldest hunter was the leader while they were away from the band.
Major Cultural Understanding: Non-Dene forms of selecting leadership have been introduced to the Dene.	
Explain how non-Dene forms of selecting leadership have been introduced to the Dene.	<ul style="list-style-type: none"> • Describe the impact of fur trade on Dene Leadership, those who dealt with the traders in the name of the camp or band became leaders. • Explain how after treaty, elected chief and councilors became official leaders. • Illustrate how/why today, elected mayors and Members of the Legislative Assembly (MLAs) form a part of Dene leadership.
Major Cultural Understanding: Dene perspectives on leadership are still valued and practiced.	
Describe way in which Dene perspectives on leadership are still valued and practiced.	<ul style="list-style-type: none"> • Provide examples of leaders who are humble and generous and explain why they are preferred. • Identify reasons why leaders are chosen for their skills and abilities in required areas. • Show ways that leaders consult with Elders for guidance. • Explore/discuss ways that support and cooperation are given to chosen leaders. • Show how consensus and negotiation are used in decision-making. • Explore/discuss ways that Dene Elders today use their Dene perspectives and knowledge about the land to help them to make decisions about how the land is to be used.

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Leadership

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is 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: Attitudes that accompany good leadership.	
Explore attitudes that accompany good leadership.	<ul style="list-style-type: none"> • Explain ways in which the following attitudes contribute to good leadership: <ul style="list-style-type: none"> ○ Taking leadership if one has the required abilities and knowledge ○ Acknowledging talents in one another ○ Having input into choosing leadership and supporting it once chosen ○ Being humble, patient and generous ○ Leading by example rather than force
Major Cultural Understanding: Skills that accompany good leadership.	
Discuss skills that accompany good leadership.	<ul style="list-style-type: none"> • Weigh the value of these various skills on good leadership: <ul style="list-style-type: none"> ○ Communicating needs ○ Listening to concerns and voices of others ○ Consulting with experienced people for guidance ○ Making decisions based on the welfare of the whole rather than selected individuals ○ Recognizing that their position is based on the support of others
Discovering Our Dene Talents	
Module Purpose: to provide students with the learning attitudes and skills required to further develop their Dene skills	
Major Cultural Understanding: Practice is essential for developing the basic Dene Skills.	
Explain ways in which practice is essential for developing the basic Dene Skills.	<ul style="list-style-type: none"> • Explore and describe ways that various skills are developed with much practice and constant learning: <ul style="list-style-type: none"> ○ Mental attitude is important in being able to develop skills. ○ Setting personal goals and being determined to accomplish them. ○ Basic skills are often learned by watching and learning from family members. ○ Watching others learn and practice can develop skills.
Major Cultural Understanding: Developing one's Dene skills gives focus and meaning to life.	
Explore ways in which developing one's Dene skills gives focus and meaning to life.	<ul style="list-style-type: none"> • Describe how the development of Dene skills requires discipline and commitment, which are important to any life endeavour. • Explain ways in which skill development is a lifetime activity. • Describe how sharing and teaching one's skills to others is rewarding. • Identify ways in which one's skills may become one's livelihood. • Explore and describe how developing and sharing Dene skills strengthens the Dene culture. • Identify how one's developed skills may be seen as work done for the Creator.
Major Cultural Understanding: Development of Dene skills	
Describe the development of Dene skills	<ul style="list-style-type: none"> • Identify impact of developing one's basic Dene skills • Explain ways to explore and experience a wide range of Dene skills
Major Cultural Understanding: Attitudes helpful in developing basic Dene skills	
Identify attitudes that are helpful in developing basic Dene skills	<ul style="list-style-type: none"> • Identify and justify attitudes that are helpful in developing basic Dene skills, such as: <ul style="list-style-type: none"> ○ Persevering without frustration ○ Taking risks that could lead to error and correction ○ Making the choice to practice with one's personal time ○ Taking opportunities to observe and listen to family and community members as they work on their Dene skills ○ Sharing one's work with others so as to learn from one another

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Discovering Our Dene Talents

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is 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: Strategies for developing basic Dene skills	
Explore and describe strategies for developing basic Dene skills	<ul style="list-style-type: none"> • Demonstrate the setting small goals for oneself • Explain the value of promising small rewards for oneself as one makes progress • Describe the value of reminding self that perfection only comes with practice • Describe the value of reminding self of the potential value of the Dene skills one is developing • Describe the value of reminding self of cultural pride and pride in work for the creator

ART GRADE 8

Dance

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is 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 and student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs). CP8.1	<ul style="list-style-type: none"> ● Use inquiry in dance to express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability): <ul style="list-style-type: none"> ○ Generate key questions to guide inquiry in dance (e.g., How could we represent through dance the devastating effects of poverty or racism?). ○ Summarize and focus knowledge of topic to determine information needs. ○ Generate additional relevant questions for deeper exploration. ○ Use the Internet and other relevant sources (e.g., print, digital, community) to research and gather ideas for dance-making. ○ Adjust inquiry and research strategies to accommodate changing perspectives. ○ Use the dance-making process to explore the central questions and ideas (e.g., How could we show through movement the effects of a hurtful comment?). ○ 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 through movement a feeling of hopelessness or anger about this injustice?). ● 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 current attitudes towards poverty or racism?). ● Contribute to the creation of a plan to document the inquiry and creative process (e.g., video, photography, blog, or digital diary).
Investigate and use choreographic forms (e.g., theme and variations, canon). CP8.2	<ul style="list-style-type: none"> ● Collaborate on the creation of a concept web of dance elements and possible movements related to an inquiry question. ● Use the concept web as a guide for movement exploration and improvisation. ● Order the movements (sequence) into various forms (e.g., ABA, ABBA, canon). ● Use body and actions in innovative ways to develop sequences and ideas. ● Investigate expressive ways of using dynamics, rhythm, spatial design, focus, relationships, transitions, and contrast. ● Sequence and develop movements to express and communicate ideas. ● Perform self-created and collaboratively-created sequences of movements with smooth transitions (see grade 8 physical education curriculum outcome 8.9) during warm-ups and dance compositions.
Choreograph one section of group choreography. CP8.3	<ul style="list-style-type: none"> ● Demonstrate leadership and collaborative skills in the creation of one section of a group choreography. ● Encourage peers to explore and contribute movement phrases to group choreography. ● Draw on own imagination and ideas, and strengths of other dancers, when choreographing dance section. ● Contribute to group discussions regarding possible structures or form for the dance (e.g., ABA, ABACA, narrative). ● Improvise and collaborate to refine movements and develop the choreography.

ART GRADE 8

Dance

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is 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)	<ul style="list-style-type: none"> • Record dance phrases (e.g., notation or video) to further explore and reconstruct movements. • Encourage peers to extend bodies' range of movement, strength, and balance with attention paid to correct alignment and clarity of action.

Drama

Demonstrate how dramatic characters interact in relationships within the drama and/or collective creation. CP8.4	<ul style="list-style-type: none"> • Sustain belief in own roles and in the roles assumed by others for extended periods of time. • Demonstrate confidence and curiosity when assuming different kinds of roles in drama work. • Describe own roles and specific contributions to the collective drama work. • Describe how focus, tension, and contrast function within the drama. • Demonstrate awareness of how focus is maintained and shifts during pair, small, and whole group drama work. • Reflect on sources and functions of tension expressed in relationships among roles or characters portrayed. • Examine how contrasts among characters function within the drama.
Investigate how theatrical elements (e.g., story, character, design, space) are combined to achieve dramatic purpose. CP8.5	<ul style="list-style-type: none"> • Identify how theatrical elements (e.g., story, role or character, technical design) can be manipulated to achieve a creative purpose and consider how such elements relate to own drama work. • Analyze how each character's actions and the consequences of those actions affect the progression of the drama. • Consider and analyze how set, costumes, lighting, and sound/music design can be manipulated to achieve different effects in own work. • Demonstrate imagination when creating imaginary places and situations in own drama work. • Analyze the use of movement, and the use of space and time in own work.
Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation. CP8.6	<ul style="list-style-type: none"> • Analyze and discuss how drama may be used to explore perspectives on social issues and promote understanding of topics of personal significance. • Use inquiry in drama to investigate topics of importance to students (e.g., issues of concern to youth or recent news items): <ul style="list-style-type: none"> ○ Collaborate with other students to explore compelling questions through drama (What if a new law was passed that ...?). ○ Brainstorm and negotiate with other students to determine how fictional situations and dramatic episodes might be explored. ○ Collaborate on the development and refinement of several drama episodes or collective creation to address the selected issue. ○ Recognize how research contributes to the authenticity and significance of the drama work. ○ Contribute to the creation of a plan to document the creative process (e.g., reflective journal entries, video, photography, blog, or web-based diary). • Demonstrate awareness of how to use language and negotiate the use of drama strategies to achieve dramatic purpose. • Analyze and describe the effectiveness of own drama to convey perspectives.

ART GRADE 8

Music

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Improvise, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles. CP8.7	<ul style="list-style-type: none"> • Examine and apply the technique of vocal improvisation in song and speech. • Improvise simple pieces around a given structure. • Create and improvise with an instrument paying attention to sound quality and intonation. • Investigate ways that silence can be used in improvisation and music composition. • Investigate timbres, textures, and rhythmic and melodic possibilities in improvisation. • Create composed and improvised melodic and rhythmic ostinati to accompany singing and playing. • Use the Internet and other sources to research and discuss composers who work in contrasting styles. • Prepare, rehearse, present, and evaluate individual and group performances of contrasting styles of music.
Investigate and make choices about musical structures in sound composition. CP8.8	<ul style="list-style-type: none"> • Use inquiry in music to extend understanding of the elements of music and principles of composition: <ul style="list-style-type: none"> ○ Pose questions to guide inquiry into how elements of music can be manipulated and structured to create balance and unity (e.g., What are the rhythmic and melodic possibilities/limitations with this instrument? What different timbres are possible with this instrument? What textures can be created by combining or layering a variety of vocal or instrumental sounds?). ○ Conduct a collaborative inquiry and experiment with voice and instruments to explore inquiry questions about musical structure (e.g., In what ways could we rearrange these motifs or phrases in different sequences?). ○ Collaborate with peers to document the inquiry process (e.g., traditional and/or invented notation, audio or video recording). • Critically examine the connections between the elements of music and principles of composition in own compositions and other music. • Demonstrate knowledge of how the elements and principles are used to create form and structure in music.
Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs). CP8.9	<ul style="list-style-type: none"> • Examine the intentions, development, and interpretations of own and others' music expressions in relation to social issues (e.g., antiwar songs, music with environmental messages, hip hop songs that promote positive life choices). • Create and perform own music compositions, improvisations, or song lyrics in response to a social issue of importance to students. • Make interpretive decisions, demonstrating understanding of a variety of ways in which music concepts can be applied (e.g., tempo, dynamics, articulation, tone colour). • Determine appropriate sound sources, forms, and processes for creating music expression. • Explore and expand upon a musical idea to achieve more depth of meaning and expression. • Generate and develop music ideas from a variety of sources regarding social issues of interest to students. • Keep an ongoing record of ideas for own sound/music expressions (e.g., journals, audio tapes, video, blog, or web diary). • Describe how compositions are personal expressions of own sound/music ideas. • Extend understanding and use of traditional and non-traditional notational systems in representing sounds/music.

ART GRADE 8

Visual Art

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability). CP8.10	<ul style="list-style-type: none"> ● Use inquiry in visual art to express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability): <ul style="list-style-type: none"> ○ Generate key questions to guide inquiry (e.g., How could we represent through visual art the devastating effects of poverty or racism?). ○ Collaborate with other students to develop a plan to guide inquiry. ○ Collaborate with other students to determine how to document the creative process. ● Demonstrate co-ordination and skills for using appropriate tools, materials, and techniques to express ideas visually.
Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues. CP8.11	<ul style="list-style-type: none"> ● Select visual art forms (e.g., print-making, installations, animation) to express ideas about social issues. ● Create three-dimensional and two-dimensional art works, and use knowledge of art elements and design principles to enhance the work. ● Investigate the effects of using more or less contrast. ● Examine how visual weight is created through the use of size, colour, contour, contrast, texture, value, position, and so on. ● Analyze and discuss how images and materials work together to express ideas in a work of art. ● Describe how emphasis controls the sequence in which parts or images are noticed, and indicates their relative importance. ● Use symbols and other images to develop and represent ideas. ● Examine how artists use symbols and imagery to communicate meaning, and apply this understanding in own work.
Solve visual art problems using a variety of processes and media. CP8.12	<ul style="list-style-type: none"> ● Explore and expand upon an idea to achieve more depth of meaning and expression. ● Generate and develop ideas from a variety of sources that are of interest or personal significance. ● Keep an ongoing record of ideas and works in progress for own visual art expressions (e.g., journals, blog, online diary, or portfolio). ● Take risks by working with innovative ideas, unfamiliar styles, or media. ● Explain original intent, why choices were made, how problems were solved, and how work might be refined or extended.
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.	
Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions. CR8.1	<ul style="list-style-type: none"> ● Describe, analyze, and interpret arts expressions of personal interest. ● Analyze and discuss how dance, drama, music, visual and interdisciplinary arts are expressions of individual or collective perspectives. ● Respond to arts expressions using one or more approaches such as those described in online curriculum support materials entitled “Responding to Arts Expressions”. ● Create own work (e.g., visual or performing arts) in response to a professional arts expression, and describe how own work is inspired or influenced by the original work.

ART GRADE 8

Dance, Drama, Music, Visual Art

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Investigate and identify ways that today's arts expressions often reflect concern for social issues. CR8.2	<ul style="list-style-type: none"> • Reflect on and analyze the intentions, development, and interpretations of own and peers' arts expressions in relation to social contexts (e.g., Is the work influenced by pop culture or local community issues?). • Conduct inquiry into social justice and diversity issues in the arts including stereotyping and bias (e.g., stereotyping of male dancers, or the lack of women or First Nations artists represented in history of the arts books). • Describe, analyze, and interpret the work (dance, drama, music, visual, film) of a variety of artists whose work incorporates social commentary.
Investigate and identify how arts expressions can reflect diverse worldviews. CR8.3	<ul style="list-style-type: none"> • Discuss and describe the meaning of worldview. • Describe how diverse worldviews may be represented in the arts. • Examine global change and its influence on today's arts expressions. • Examine, discuss, and participate in cultural/historical studies from diverse cultural perspectives (e.g., learn heritage social dances, play Latin music, or create Indonesian shadow puppets).
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.	
Research and share insights about arts expressions that incorporate social commentary. CH8.1	<ul style="list-style-type: none"> • Research independently, using the Internet and other sources, the work of visual and performing artists who address social issues. • Present research findings, using technology where appropriate, on Canadian visual and performing artists whose work includes social commentary. • Analyze and comment on the effectiveness of using the arts as a vehicle for social change.
Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results. CH8.2	<ul style="list-style-type: none"> • Research First Nations, Métis, and Inuit artists who use their art work to explore and comment on social issues (e.g., Susan Aglukark, Edward Poitras). • Identify social factors that influence First Nations, Métis, and Inuit artists, their work, and careers (e.g., typecasting of actors, limited access to venues and markets). • Investigate the work of artists that reflects a concern with historical events including Treaties and the impacts of colonization such as residential schools, racism, and marginalization. • Create a plan to share the research findings with younger and older students and community members where possible (e.g., create a dance, drama, music performance, or visual installation).
Demonstrate understanding of how contemporary artists use and incorporate new technology into their work. CH8.3	<ul style="list-style-type: none"> • Ask questions to initiate and develop inquiry into artists who use technology and incorporate technology into their work. • Describe the role of new technology in the creation and marketing of contemporary arts (e.g., innovative graphics programs, music editing software, social networking sites).
Examine and respond to the work of artists who incorporate more than one art form in their work (e.g., combining poetry and music). CH8.4	<ul style="list-style-type: none"> • Examine and discuss various interdisciplinary arts expressions (i.e., using two or more disciplines in the work). • Collaborate with others to create interdisciplinary work that addresses issues of social justice and/or other topics of interest to youth (e.g., relationships, body image, racism, sustainability).