

GRADE 1

A. DANCE

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- A1. Creating and Presenting:** apply the creative process (see pages 19–22) to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;
- A2. Reflecting, Responding, and Analysing:** apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- A3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

FUNDAMENTAL CONCEPTS FOR GRADE 1

Students in Grade 1 will develop understanding of the following concepts through participation in various dance experiences (e.g., connecting and altering familiar movements), with particular emphasis on body and space.

ELEMENTS OF DANCE

- **body:** body awareness (e.g., awareness of where one is in space in relation to objects in class, awareness of position), use of body zones (e.g., whole body [versus various body parts], upper body only, lower body only), use of body parts (e.g., arms, legs, head), body shapes (e.g., big, small, angular, twisted, curved, straight, closed), locomotor movements (e.g., galloping, skipping, rolling), non-locomotor movements (e.g., arm movements such as swimming/waving, hopping on one foot, jumping on two feet, kicking, bending knees, melting to the ground, stretching, growing, spinning, folding, bowing), body bases (e.g., feet as body base, hands and knees as body base)
- **space:** levels (e.g., low to high by reaching; high to low by falling, crouching), directions (e.g., forwards, backwards, sideways), general and personal
- **time:** tempo (e.g., fast/slow, movement versus freeze), rhythm (e.g., even, uneven)
- **energy:** quality (e.g., melting, twitching, slumping, percussive, sustained [as in a held stretch])
- **relationship:** with a partner (e.g., slow-motion mirroring)

SPECIFIC EXPECTATIONS

A1. Creating and Presenting

By the end of Grade 1, students will:

- A1.1** use movements that are part of their daily experience in a variety of ways in dance phrases (e.g., *alter and exaggerate movements based on even rhythms such as walking, galloping, and swimming, and on uneven rhythms such as skipping and jumping; amplify and modify percussive movements such as the movement of a clock ticking or the sustained hold of a cat stretching*)

Teacher prompts: “What everyday movements do you do throughout the day?” “When you

wave hello to a friend who is close by, is your wave bigger or smaller than when the friend is far away? How might you change the action of waving by making the movement bigger/smaller or faster/slower? Will the speed or rhythm of the movement change when you make it bigger or smaller?”

- A1.2** use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes (e.g., *use the entire body [crouch, slump] and body parts [folded arms, bowed head] to express an idea such as deep thought*)

Teacher prompts: “Show me with your body how the ogres felt when they encountered the dragon (e.g., depict courage).” “How can you position your body, head, arms, and legs so we can better understand the ideas you want to express?”

- A1.3** create dance phrases using a variety of ways to connect movements (e.g., *connect a melt and a spin using a non-locomotor movement; connect a walk and a skip [locomotor movements] with a circle [pathway]*)

Teacher prompts: “If you are at a low level and you want to go to a high level (or if you want to go from a high level to a low level), how are you going to get there? Are you going to spin, grow, reach up, melt, rise, or wiggle?” “If you were a seed in the ground, how would you grow into a tree? Would you grow with fast movements or slow?” “In your performance, how can you connect a skip, a fall, and a spin to create a movement sentence (or phrase)?”

- A1.4** use varied and/or contrasting body shapes to communicate different types of messages (e.g., *a high level and open, expansive shape to show dominance; a closed huddled shape to show that you are holding a treasured or secret object*)

Teacher prompt: “What body shapes can you use to show you like something? Dislike something? Are there other body shapes to express the same ideas?”

A2. Reflecting, Responding, and Analysing

By the end of Grade 1, students will:

- A2.1** describe differences they observe when various movements from daily life are used as the basis or stimulus for movements in a dance phrase (e.g., *describe ways in which everyday actions and movements such as skipping on the playground, walking to school, brushing their teeth, or getting dressed are changed when they are used in a dance phrase*)

Teacher prompt: “How are actions and gestures used to communicate in daily life different from movements that are used to communicate in dance? What would dances be like if the movements were always the same as movements you see in daily life?”

- A2.2** identify and describe how the element of body is used in contrasting ways to communicate ideas in their own and others’ dance phrases, with teacher support (e.g., *standing versus kneeling body bases can communicate differences in power; curved versus straight shapes can communicate contrasting emotions*)

Teacher prompts: “What contrasting levels did Sandeep use to show the difference between happy and sad?” “What was Carmen’s body base when she was kneeling? What was she saying with that shape?”

- A2.3** identify and give examples of their strengths and areas for growth as dance creators and audience members (e.g., *using connecting movements; working collaboratively in groups to create dance phrases incorporating everyone’s ideas; watching peer performances attentively and asking relevant questions*)

Teacher prompts: “How do you come up with ideas for movement?” “How do you incorporate everyone’s ideas when working together?” “What makes a good audience member? When you watch your classmates dancing, do you try to behave as you would like others to behave when they are watching your dance work?” “What differences are there between the way you behave when watching dancing in a theatre versus at an outdoor stadium or a cultural event with your family?”

A3. Exploring Forms and Cultural Contexts

By the end of Grade 1, students will:

- A3.1** describe, with teacher guidance, a variety of dances from different communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom (e.g., *describe traditional dances they have seen to a partner [Chinese ribbon dance, Highland fling, powwow dance styles]*)

Teacher prompts: “When we were watching the Highland dancing, were the dancers using mostly locomotor or non-locomotor movements?” “What body shapes did you see in the video of the Chinese ribbon dance?”

- A3.2** identify and describe dance experiences in their own lives and communities (e.g., *At home: dancing or moving to a favourite song/story; seeing dance on television or in a movie DVD; At school: playing at recess; In the community: dancing or observing dances at weddings, parties, cultural celebrations*)

Teacher prompt: “What dances do you and your family participate in at special occasions in your life?”

B. DRAMA

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- B1. Creating and Presenting:** apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- B2. Reflecting, Responding, and Analysing:** apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- B3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

FUNDAMENTAL CONCEPTS FOR GRADE 1

Students in Grade 1 will develop an understanding of the following concepts through participation in various drama experiences.

ELEMENTS OF DRAMA

- **role/character:** adopting the attitude, voice, or emotional state of a fictional character
- **relationship:** listening and responding in role to other characters in role
- **time and place:** pretending to be in the established setting of the drama
- **tension:** being aware of a sense of mystery or of a problem to be solved
- **focus and emphasis:** being aware of the main idea or issue in the drama

SPECIFIC EXPECTATIONS

B1. Creating and Presenting

By the end of Grade 1, students will:

- B1.1** engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places (*e.g., retell and enact nursery and other childhood rhymes, stories, or narratives from picture books; use movement and voice to explore the thoughts of a familiar folk tale character in a variety of situations; use guided imagery and descriptive language to explore what a character might feel and experience in a story setting or picture; use group role play to explore alternative endings to stories, fairy tales, and personal experiences; use role play or a tableau at key moments in a story to help the protagonist solve a problem; interview a teacher in the role of a character from a story*)

Teacher prompts: “How can you and your friends retell the story using puppets?” “How can you and a partner act out how you think the story will end – but without using any words?”

- B1.2** demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played (*e.g., use facial expressions, body movement, and words to respond in role to scenarios and questions; express different points of view after reading a picture book about issues of belonging and discrimination; work with a partner to create a short scene that shows the importance of acceptance, understanding, and inclusion*)

Teacher prompts: “When I ask you a question as Grandma, how might you answer me as the wolf?” “How can you show (*e.g., using gestures*) what you are thinking and feeling when you are in role? Try to imagine why the wolf acts the way it does.”

- B1.3** plan and shape dramatic play by building on the ideas of others, both in and out of role (*e.g., In role: add ideas to the dramatic play that reflect the knowledge and experience of the role that is being played [such as a scientist mentioning an experiment or a journalist mentioning an*

interview]; create and share scenes from their own experiences; Out of role: work in a group to plan and prepare a scene and ask follow-up questions such as “How could we make this clearer? What changes can we make to help our story be understood?”; describe the sort of person who might own a particular found object such as a bag or a coat)

Teacher prompts: *In role:* “What do I need to know about the situation we find ourselves in?” “How might we convince (the main character) to listen to us?” *Out of role:* “How can you work with your friends to act out a story? What do you think the characters should do?” “Can you introduce a new role in response to ideas emerging in the drama?”

- B1.4** communicate feelings and ideas to a familiar audience (e.g., classmates) using a few simple visual or technological aids to support and enhance their drama work (e.g., use a sheer cloth moved quickly to represent water; use a rainstick or shaker to create a sense of mystery or magic; use a variety of classroom objects to create a play area for specific dramatic play experiences)

Teacher prompts: “How was the character feeling at the end of the story?” “What colours could we use to represent feeling happy? Feeling sad?” “If your character was the weather, what body shapes and props could you use to get into character?”

B2. Reflecting, Responding, and Analysing

By the end of Grade 1, students will:

- B2.1** express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story (e.g., in oral discussion, relate themes about family relationships or friendships to their own lives; after viewing a play or clip of a movie dealing with family issues [such as Cinderella or Princess Mononoke], contribute to a class journal entry or draw a picture to show the feelings of one or more of the characters – a stepsister, Cinderella, the mice)

Teacher prompts: “Can you explain how you are different from and similar to your favourite character in today’s drama/read-aloud?” “Does our drama experience make you think about stories we have read? How did the drama make you feel?” “If you could give advice to this character, what would you like to say to him/her?”

- B2.2** demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to

communicate meaning (e.g., to provide important information in a situation; to represent a particular perspective/point of view; to change the direction of the plot; to symbolize an idea such as friendship)

Teacher prompts: “What would the story be like if the wise woman *didn’t* appear to give advice? Should we assume that she is a hero/villain?” “How was the character in the play we saw like a real person?” “How would the story change, if it was told by a different character? Who might be interesting to hear from?”

- B2.3** identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members (e.g., using personal experience and imagination to extend ideas in the drama; building on their own or others’ ideas)

Teacher prompts: “What part of the drama did you enjoy the most and why?” “How did you use your body and volume and tone of voice to tell us how your character was feeling?” “If we were going to do the drama again, what is something that you could do better?”

B3. Exploring Forms and Cultural Contexts

By the end of Grade 1, students will:

- B3.1** identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community (e.g., favourite television or computer programs and characters, imaginative play with action figures, dramatic play, attending plays and celebrations, interacting with picture books, storytelling)

Teacher prompts: “Tell me about a time when you pretended to be someone or something else.” “At what celebrations or events in our communities do we see people dressing up or pretending to be someone else?”

- B3.2** demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world (e.g., contribute to a class scrapbook about characters such as trolls/fairies, trickster themes in Nanabush stories [from Native folklore] and Anansi stories [from West African folklore])

Teacher prompts: “Let’s list the different characters from the play.” “Why do you think people will dress up as or pretend to be someone else when they are part of a parade or a play?” “How does this lesson or fable apply to real-life situations?”

C. MUSIC

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- C1. Creating and Performing:** apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;
- C2. Reflecting, Responding, and Analysing:** apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;
- C3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

FUNDAMENTAL CONCEPTS FOR GRADE 1

Students will be introduced to the elements of music and related musical concepts that are appropriate for Grade 1. They will develop understanding of these concepts through participation in various musical experiences (e.g., listening, singing, moving, playing musical instruments). These experiences will include reading simple rhythmic or stick notation while listening to the sounds it represents, interpreting simple visual prompts (e.g., solfège hand signs*), and representing elements with manipulatives (e.g., Popsicle sticks, math cubes).

ELEMENTS OF MUSIC

- **duration:** fast and slow *tempi*; rhythm versus beat; two and four beats per bar ($\frac{2}{4}$ and $\frac{4}{4}$ metres); quarter note (oral prompt: “ta”), eighth note(s) (oral prompt: “ti-ti”), quarter rest; simple rhythmic ostinato (e.g., “ta, ta, ti-ti, ta”)
- **pitch:** high and low sounds; unison; melodic contour; simple melodic patterns using the notes “mi”, “so”, and “la” (e.g., the “so-mi-la-so-mi” pitch pattern in some children’s songs)
- **dynamics and other expressive controls:** loud, soft; a strong sound for a note or beat (accent); smooth and detached articulation
- **timbre:** vocal quality (e.g., speaking voice, singing voice), body percussion, sound quality of instruments (e.g., non-pitched and pitched percussion), environmental and found sounds
- **texture/harmony:** single melodic line in unison (monophony)
- **form:** phrase, call and response

SPECIFIC EXPECTATIONS

C1. Creating and Performing

By the end of Grade 1, students will:

- C1.1** sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods (e.g., play a simple rhythmic ostinato on a drum or tambourine to accompany singing; match pitches in echo singing)
- C1.2** apply the elements of music when singing, playing, and moving (e.g., duration: while singing a familiar song, clap the rhythm while others pat the beat, and on a signal switch roles)

Teacher prompt: “To reflect the mood of this song, should the ostinato that’s played on the drum be soft or loud? Why?”

* See the Glossary for an illustration of the hand signs. Note that there are different ways of spelling the seven syllables in the tonic sol-fa, or solfège, system. The spelling (with a pronunciation guide) that is used in this document is as follows: “do[doe]-re[ray]-mi[me]-fa[fah]-so[so]-la[lah]-ti[tea]-do”.

Teacher prompts: “As we sing, show the beat in this song. Now show the rhythm. How are they different?” “Show how this music makes you want to move.”

- C1.3** create compositions for a specific purpose and a familiar audience (e.g., use the notes “mi”, “so”, and “la” to create a melodic phrase that answers a sung question; use rhythm instruments, body percussion, or everyday objects to create an accompaniment to a story or song; use short rhythmic phrases in improvised answers to clapped questions)

Teacher prompts: “When I play this rhythmic question, create your own rhythmic answer.” “What kind of music can you create to show how the main character in our story feels?” “How can we use our rhythm instruments and found sounds to show the mood of this story?”

- C1.4** use the tools and techniques of musicianship in musical performances (e.g., sing with relaxed but straight posture and controlled breathing; rehearse music to perform with others)

Teacher prompts: “Why do we stand in a certain way when we are singing as a group?” “Which way of standing helps us to get more air when we breathe?”

- C1.5** demonstrate understanding that sounds can be represented by symbols (e.g., show rhythm and beat with manipulatives such as math cubes or Popsicle sticks; use devised, or invented, forms of musical notation, or simple forms of standard musical notation)

Teacher prompt: “Show the rhythm of this song with Popsicle (or rhythm) sticks by drawing shapes or using your hands.”

C2. Reflecting, Responding, and Analysing

By the end of Grade 1, students will:

- C2.1** express initial reactions and personal responses to musical performances in a variety of ways (e.g., move like an animal of which the music reminds them)

Teacher prompts: “Describe the colours you see or pictures you imagine as the music is playing.” “How does this music make you want to move?”

- C2.2** describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create (e.g., the tempo and dynamics of a lullaby, the beat and rhythm of a march, the sound quality of a trumpet in a fanfare)

Teacher prompts: “What is it about this music that would help a baby go to sleep?” “Why is this piece of music good for marching?”

- C2.3** identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members (e.g., singing in unison, providing constructive feedback and suggestions for a classmate’s or guest performer’s performance)

Teacher prompts: “What could we do to improve our next performance?” “How can we demonstrate good audience behaviour during our school concert?”

C3. Exploring Forms and Cultural Contexts

By the end of Grade 1, students will:

- C3.1** identify and describe musical experiences in their own lives (e.g., list the places and times within a day when they hear or perform music; describe various times when they sing, play, and move to music in school, at home, and in the community)

Teacher prompts: “What songs can you sing from the movies you’ve watched?” “How would our lives be different if there was no music or sound for a day?” “What is your favourite movie or television show? How might it be different if there were no music or soundtrack?”

- C3.2** identify a variety of musical pieces from different cultures through performing and/or listening to them (e.g., folk songs, songs for celebrations, ceremonial music from Canadian and world sources)

Teacher prompts: “What songs do you sing for Diwali? Kwanzaa? Hanukkah?” “Earth Day is coming in April. What songs could we use to help to celebrate the earth?”

D. VISUAL ARTS

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- D1. Creating and Presenting:** apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- D2. Reflecting, Responding, and Analysing:** apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- D3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

FUNDAMENTAL CONCEPTS FOR GRADE 1

Students in Grade 1 will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

ELEMENTS OF DESIGN

Students will develop understanding of all elements of design.

- **line:** jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines; lines in art and everyday objects (natural and human-made)
- **shape and form:** geometric and organic shapes and forms of familiar objects (e.g., geometric: circles, blocks; organic: clouds, flowers)
- **space:** depiction of objects in the distance as smaller and closer to the top of the art paper; shapes and lines closer together or farther apart; horizon line; spaces through, inside, and around shapes or objects
- **colour:** mixing of primary colours (red, yellow, blue); identification of warm (e.g., red, orange) and cool (e.g., blue, green) colours
- **texture:** textures of familiar objects (e.g., fuzzy, prickly, bumpy, smooth); changes in texture; a pattern of lines to show texture (e.g., the texture of a snake’s skin); transfer of texture (e.g., placing a piece of paper over a textured surface and then rubbing the paper with wax crayon)
- **value:** light, dark

PRINCIPLES OF DESIGN

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 1 will be on contrast.

- **contrast:** light/dark; large/small; pure/mixed colour

SPECIFIC EXPECTATIONS

D1. Creating and Presenting

By the end of Grade 1, students will:

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences (e.g., a tempera painting that communicates their feelings about a special occasion or event such as a fair or a parade; a sculpture of a favourite musical instrument made with found objects; a watercolour painting of a favourite part of the schoolyard; an assemblage in which images and objects from home and school are used to represent special memories)

Teacher prompts: “How does your art work reflect your feelings? Which colours could you use to show happiness or excitement?”
“Why did you choose to paint this part of the schoolyard?”

D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (e.g., a drawing of an approaching storm that uses a variety of lines to create contrast [dashed, jagged, curved, spiral]; a cardboard or papier mâché sculpture of a mythical animal in a dynamic pose that uses surface materials to show a contrast in texture [fuzzy yarn; coarse, prickly sawdust])

Teacher prompts: “How can you vary your lines to create contrast between the area of the image that is the storm and the area of calm?”
“How can you use levels and positioning of your sculpture’s limbs and body to compose a sculpture that is visually interesting on all sides and that shows a variety of forms?”

D1.3 use elements of design in art works to communicate ideas, messages, and personal understandings (e.g., a pattern of broken, wavy, and zigzag lines to make the bark of a tree look rough in a drawing; size and arrangement of organic shapes in a painting of flowers to create the impression that the various flowers are at different distances from the viewer)

Teacher prompts: “What kinds of lines would you use to show this texture?” “Look carefully at the arrangement of these flowers. How do you have to place them and change their shapes in a painting to show that some of them are closer and some farther away?”

D1.4 use a variety of materials, tools, and techniques to respond to design challenges (e.g.,

- drawing: use wax crayon or oil pastel lines on coloured paper to express their responses to different kinds of music or rhythm
- mixed media: use torn paper and textured materials to create a landscape collage of a playground that includes a horizon line
- painting: create paint resist that are made with wax crayon on paper, using rubbing plates that have a variety of textures [e.g., bumpy, wavy] to create imaginary creatures inspired by the artistic style of Eric Carle
- printmaking: use cut sponge or cardboard and paint stamping to make a pattern of geometric and organic shapes
- sculpture: use glued or taped scrap wood to build a wood block sculpture of an imaginary geometric machine)

Teacher prompts: “When you hear the drum-beat in the music, think about how you could show the beat with different kinds of lines.”
“What techniques or tools can you use to make the texture (e.g., wood bark) look real on your paper?” “How can you move the pieces in your sculpture to make different openings or spaces in it?”

D2. Reflecting, Responding, and Analysing

By the end of Grade 1, students will:

D2.1 express their feelings and ideas about art works and art experiences (e.g., describe feelings evoked by the use of colours in the painting *Inside the Sugar Shack* by Miyuki Tanobe or *The Starry Night* by Vincent van Gogh; use drama to respond to a community art work viewed during a neighbourhood walk; describe the ways in which an artist’s representation of an event relates to their own experiences)

Teacher prompts: “Why might someone want to visit this place? If you could take a walk in this picture, where would you go?” “Where would you place yourself if you were in this picture? Who might live or work here?”
“What story does this art work tell?”

D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work (e.g., *explain how repeated lines and shapes are used to depict the texture of snake, lizard, leopard, or dinosaur skin; classify images on a topic, and, focusing on a dominant element, use the images to explain that there are many different ways of approaching the same subject*)

Teacher prompts: "What did you do in your drawing to help people understand what you mean or what you are thinking here?" "What kinds of shapes do you see? How can you use some of these shapes to make a collage that depicts the music, a musical instrument, and the mood of the music?"

D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art (e.g., *green is associated with nature and sometimes with envy or illness in the West; red is associated with stopping [traffic lights] in the West, luck in China, success in Cherokee culture, mourning in South Africa*)

Teacher prompts: "What are some examples of special colours used for different festivals?" "Does our school have its own colours or a symbol? Why do you think the school chose those colours or that symbol?"

D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art (e.g., *discuss what they think is good about works in their art folder during conferences with their teacher; do a think-pair-share on their favourite part of one of their art works*)

Teacher prompts: "Tell me something you like about your art work. What did you want to express in it?" "Close your eyes. When you open them, tell me the first place your eye goes. What did you put in that part of the image so your eye will go there? What part would you change if you could?" "What other details can you add to your sculpture to make it look as if it is moving? What did you learn from your work?"

D3. Exploring Forms and Cultural Contexts

By the end of Grade 1, students will:

D3.1 identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences (e.g., *illustrations in picture books, designs of various toys, patterns on clothing or other textiles, classroom visits by artists, student displays at their school, visits to galleries*)

Teacher prompts: "What do you think about having art on display in the classroom?" "Why do people have art in their homes?" "What reaction do you get from others when you display your art works?" "Who is an artist? What do artists do? What everyday objects do they make or design?"

D3.2 demonstrate an awareness of a variety of works of art from diverse communities, times, and places (e.g., *iconic architecture they have seen either in pictures or in real life, such as the CN Tower, the Eiffel Tower, the Taj Mahal; comics from different countries; decorations or patterns on crafts or old artefacts; contemporary and ancient clay sculptures; paintings of family or community events from different cultures or from previous eras*)

Teacher prompts: "How does the artist show that people in the past played games, had families, and made things that had personal meaning to them?" "What kinds of art have you made to remember a special time, person, or place?" "How can you use some of the ideas that have been used in these objects and images in your own art work?" "How do these art works relate to your own experience and to other works you have studied?"