

# The Alberta Curriculum

## GRADE 1

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checklist format

compiled by: [The Canadian Homeschooler](#)  
using the 2020 Alberta Curriculum



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## Introduction

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Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Alberta, the full curriculum outline is freely available through the Alberta Education website (<https://new.learnalberta.ca/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade One Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education in Alberta.

French as a second language isn't technically required until about the 4<sup>th</sup> grade, which is why I haven't included it in this Grade 1 checklist.

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Alberta Education's website for the most up-to-date information.

Thank you to Alaina K. for her help in compiling this resource.

Happy learning!



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*Please note that this checklist is a free product and may be distributed freely to whomever can use it.*

# Math

## Number

Specific Expectations	
<i>Develop number sense.</i>	
<input type="checkbox"/> Say the number sequence 0 to 100 by :	
	<input type="checkbox"/> 1s forward between any two given numbers
	<input type="checkbox"/> 1s backward from 20 to 0
	<input type="checkbox"/> 2s forward from 0 to 20
	<input type="checkbox"/> 5s and 10s forward from 0 to 100
<input type="checkbox"/> Recognize at a glance and name familiar arrangements of 1 to 10 objects or dots	
<input type="checkbox"/> Demonstrate an understanding of counting by:	
	<input type="checkbox"/> indicating that the last number said identifies “how many”
	<input type="checkbox"/> showing that any set has only one count
	<input type="checkbox"/> using counting-on
	<input type="checkbox"/> using parts or equal groups to count sets
<input type="checkbox"/> Represent and describe numbers to 20, concretely, pictorially and symbolically	
<input type="checkbox"/> Compare sets containing up to 20 elements, using:	
	<input type="checkbox"/> referents
	<input type="checkbox"/> one-to-one correspondence to solve problems.
<input type="checkbox"/> Estimate quantities to 20 by using referents.	
<input type="checkbox"/> Demonstrate an understanding of conservation of number.	
<input type="checkbox"/> Identify the number, up to 20, that is:	
	<input type="checkbox"/> one more than a given number.
	<input type="checkbox"/> two more than a given number.
	<input type="checkbox"/> one less than a given number.
	<input type="checkbox"/> two less than a given number.
<input type="checkbox"/> Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by:	
	<input type="checkbox"/> using familiar mathematical language to describe additive and subtractive actions

	<input type="checkbox"/> creating and solving problems in context that involve addition and subtraction
	<input type="checkbox"/> modelling addition and subtraction, using a variety of concrete and visual representations, and recording the process symbolically.
<input type="checkbox"/> Describe and use mental mathematics strategies (for basic addition facts and related subtraction facts to 18)	
	<input type="checkbox"/> Understand and apply strategies for addition facts up to and including $9 + 9$ and also the related subtraction facts.
	<input type="checkbox"/> Recall addition facts to a sum of 5 and related subtraction facts.

### Patterns & Relations (Patterns)

Specific Expectations	
<i>Use patterns to describe the world and to solve problems.</i>	
<input type="checkbox"/> Demonstrate an understanding of repeating patterns (two to four elements) by: (using manipulatives, diagrams, sounds and actions)	
	<input type="checkbox"/> describing
	<input type="checkbox"/> reproducing
	<input type="checkbox"/> extending
	<input type="checkbox"/> creating
<input type="checkbox"/> Translate repeating patterns from one representation to another.	
<input type="checkbox"/> Sort objects, using one attribute, and explain the sorting rule.	

### Patterns & Relations (Variables & Equations)

Specific Expectations	
<i>Represent algebraic expressions in multiple ways</i>	
<input type="checkbox"/> Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).	
<input type="checkbox"/> Record equalities, using the equal symbol	

### Shape and Space (Measurement)

Specific Expectations	
<i>Use direct and indirect measurement to solve problems.</i>	
<input type="checkbox"/> Demonstrate an understanding of measurement as a process of comparing by:	
	<input type="checkbox"/> identifying attributes that can be compared

	<input type="checkbox"/> ordering objects
	<input type="checkbox"/> making statements of comparison
	<input type="checkbox"/> filling, covering or matching.

### Shape and Space (3-D Objects and 2-D Shapes)

	Specific Expectations
	<i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>
	<input type="checkbox"/> Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.
	<input type="checkbox"/> Replicate composite 2-D shapes and 3-D objects.
	<input type="checkbox"/> Compare 2-D shapes to parts of 3-D objects in the environment.

## Language Arts

General Outcome	Specific Expectations
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	<i>Discover and Explore</i>
	<input type="checkbox"/> Share personal experiences that are clearly related to oral, print and other media texts
	<input type="checkbox"/> Talk with others about something recently learned
	<input type="checkbox"/> Make observations about activities, experiences with oral, print and other media texts
	<input type="checkbox"/> Experiment with different ways of exploring and developing stories, ideas and experiences
	<input type="checkbox"/> Express preferences for a variety of oral, print and other media texts
	<input type="checkbox"/> Choose to read and write for and with others
	<i>Clarify and Extend</i>
	<input type="checkbox"/> Listen and respond appropriately to experiences and feelings shared by others
	<input type="checkbox"/> Group ideas and information into categories determined by an adult
<input type="checkbox"/> Ask questions to get additional ideas and information on topics of interest	
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.	<i>Use Strategies and Cues</i>
	<input type="checkbox"/> Use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning
	<input type="checkbox"/> Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts
	<input type="checkbox"/> Use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning
	<input type="checkbox"/> Use knowledge of print, pictures, book covers and title pages to construct and confirm meaning
<input type="checkbox"/> Use language prediction skills to identify unknown words within the context of a sentence	

	<input type="checkbox"/> Use a variety of strategies, such as making predictions, rereading and reading on
	<input type="checkbox"/> Talk about print or other media texts previously read or viewed
	<input type="checkbox"/> Identify the main idea or topic of simple narrative and expository texts
	<input type="checkbox"/> Identify by sight some familiar words from favourite print texts
	<input type="checkbox"/> Identify high frequency words by sight
	<input type="checkbox"/> Read aloud with some fluency and accuracy, after rehearsal
	<input type="checkbox"/> Self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge
	<input type="checkbox"/> Preview book cover, pictures and location of text to assist with constructing and confirming meaning
	<input type="checkbox"/> Use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading
	<input type="checkbox"/> Segment and blend sounds in words spoken or heard
	<input type="checkbox"/> Use phonic knowledge and skills to read unfamiliar words in context
	<input type="checkbox"/> Use analogy to generate and read phonically regular word families
	<input type="checkbox"/> Associate sounds with letters and some letter clusters
	<input type="checkbox"/> Use a displayed alphabet as an aid when writing
	<input type="checkbox"/> Use personal word books, print texts and environmental print to assist with writing
	<input type="checkbox"/> Name and match the upper and lower case forms of letters
	<i>Respond to Texts</i>
	<input type="checkbox"/> Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons
	<input type="checkbox"/> Illustrate and enact stories, rhymes and songs
	<input type="checkbox"/> Remember and retell familiar stories and rhymes



	<input type="checkbox"/> Relate aspects of stories and characters to personal feelings and experiences
	<input type="checkbox"/> Retell interesting or important aspects of oral, print and other media texts
	<input type="checkbox"/> Tell or represent the beginning, middle and end of stories
	<input type="checkbox"/> Tell, represent or write about experiences similar or related to those in oral, print and other media texts
	<input type="checkbox"/> Tell what was liked or disliked about oral, print and other media texts
	<input type="checkbox"/> Identify how words can imitate sounds and create special effects
	<input type="checkbox"/> Experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts
	<i>Understand Forms, Elements, and Techniques</i>
	<input type="checkbox"/> Distinguish differences in the ways various oral, print and other media texts are organized
	<input type="checkbox"/> Identify various forms of media texts
	<input type="checkbox"/> Know that stories have beginnings, middles and endings
	<input type="checkbox"/> Tell what characters do or what happens to them in a variety of oral, print and other media texts
	<input type="checkbox"/> Demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play
	<i>Create Original Text</i>
	<input type="checkbox"/> Generate and contribute ideas for individual or group oral, print and other media texts
	<input type="checkbox"/> Change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts
	<input type="checkbox"/> Write, represent and tell brief narratives about own ideas and experiences
	<input type="checkbox"/> Recall and retell or represent favourite stories
Students will listen, speak, read, write, view and represent to manage	<i>Plan and Focus</i>
	<input type="checkbox"/> Explore and share own ideas on topics of discussion and study

ideas and information.	<input type="checkbox"/> Connect information from oral, print and other media texts to topics of study
	<input type="checkbox"/> Ask and answer questions to satisfy information needs on a specific topic
	<input type="checkbox"/> Follow spoken directions for gathering ideas and information
	<i>Select and Process</i>
	<input type="checkbox"/> Find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips
	<input type="checkbox"/> Use text features, such as illustrations, titles and opening shots in video programs, to access information
	<input type="checkbox"/> Use questions to find specific information in oral, print and other media texts
	<input type="checkbox"/> Understand that library materials are organized systematically
	<input type="checkbox"/> Match information to research needs
	<i>Organize, Record and Evaluate</i>
	<input type="checkbox"/> Identify or categorize information according to sequence, or similarities and differences
	<input type="checkbox"/> List related ideas and information on a topic, and make statements to accompany pictures
	<input type="checkbox"/> Represent and explain key facts and ideas in own words
	<input type="checkbox"/> Recognize and use gathered information to communicate new learning
	<i>Share and Review</i>
	<input type="checkbox"/> Share ideas and information from oral, print and other media texts with familiar audiences
<input type="checkbox"/> Answer questions directly related to texts	
<input type="checkbox"/> Talk about information gathering experiences by describing what was interesting, valuable or helpful	
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of	<i>Enhance and Improve</i>
	<input type="checkbox"/> Ask or respond to questions or comments related to the content of own or others' pictures, stories or talk
	<input type="checkbox"/> Rephrase by adding or deleting words, ideas or information to make better sense
	<input type="checkbox"/> Check for obvious spelling errors and missing words

communication.	<input type="checkbox"/> Print letters legibly from left to right, using lines on a page as a guide
	<input type="checkbox"/> Use appropriate spacing between letters in words and between words in sentences
	<input type="checkbox"/> Explore and use the keyboard to produce text
	<input type="checkbox"/> Identify and use an increasing number of words and phrases related to personal interests and topics of study
	<input type="checkbox"/> Experiment with letters, sounds, words and word patterns to learn new words
	<input type="checkbox"/> Use words and pictures to add sensory detail in oral, print and other media texts
	<i>Attend to Conventions</i>
	<input type="checkbox"/> Speak in complete statements, as appropriate
	<input type="checkbox"/> Write simple statements, demonstrating awareness of capital letters and periods
	<input type="checkbox"/> Use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing
	<input type="checkbox"/> Spell phonically irregular high frequency words in own writing
	<input type="checkbox"/> Use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing
	<input type="checkbox"/> Know that words have conventionally accepted spellings
	<input type="checkbox"/> Capitalize the first letter of names and the pronoun “I” in own writing
	<input type="checkbox"/> Identify periods, exclamation marks and question marks when reading, and use them to assist comprehension
	<i>Present and Share</i>
	<input type="checkbox"/> Present ideas and information to a familiar audience, and respond to questions
	<input type="checkbox"/> Add such details as labels, captions and pictures to oral, print and other media texts
	<input type="checkbox"/> Speak in a clear voice, with appropriate volume, to an audience
	<input type="checkbox"/> Ask questions to clarify information
<input type="checkbox"/> Be attentive and show interest during listening or viewing activities	
<i>Respect Others and Strengthen Community</i>	

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	<input type="checkbox"/> Share personal experiences and family traditions related to oral, print and other media texts
	<input type="checkbox"/> Talk about other times, places and people after exploring oral, print and other media texts from various communities
	<input type="checkbox"/> Share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments
	<input type="checkbox"/> Use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns
	<i>Work within a Group</i>
	<input type="checkbox"/> Work in partnerships and groups
	<input type="checkbox"/> Help others and ask others for help
	<input type="checkbox"/> Ask questions and contribute ideas related to class investigations on topics of interest
	<input type="checkbox"/> Take turns sharing ideas and information
	<input type="checkbox"/> Recognize personal contributions to group process

## Science & Technology

### Creating Colour

Section	Specific Expectations
By the end of Grade 1, students will:	<input type="checkbox"/> Identify colours in a variety of natural and manufactured objects.

-Identify and evaluate methods for creating colour and for applying colours to different materials.	<input type="checkbox"/> Compare and contrast colours, using terms such as lighter than, darker than, more blue, brighter than.
	<input type="checkbox"/> Order a group of coloured objects, based on a given colour criterion.
	<input type="checkbox"/> Predict and describe changes in colour that result from the mixing of primary colours and from mixing a primary colour with white or with black.
	<input type="checkbox"/> Create a colour that matches a given sample, by mixing the appropriate amounts of two primary colours.
	<input type="checkbox"/> Distinguish colours that are transparent from those that are not. Students should recognize that some coloured liquids and gels can be seen through and are thus transparent and that other colours are opaque.
	<input type="checkbox"/> Compare the effect of different thicknesses of paint. Students should recognize that a very thin layer of paint, or a paint that has been watered down, may be partly transparent.
	<input type="checkbox"/> Compare the adherence of a paint to different surfaces; e.g., different forms of papers, fabrics and plastics.
	<input type="checkbox"/> Demonstrate that colour can sometimes be extracted from one material and applied to another; e.g., by extracting a vegetable dye and applying it to a cloth, by dissolving and transferring a water-soluble paint.
	<input type="checkbox"/> Demonstrate at least one way to separate sunlight into component colours.

### Seasonal Changes

Section	Specific Expectations
By the end of Grade 1, students will:	<input type="checkbox"/> Describe the regular and predictable cycle of seasonal changes: <ul style="list-style-type: none"> <li>• changes in sunlight</li> <li>• changes in weather</li> </ul>
-Describe seasonal changes, and interpret	<input type="checkbox"/> Identify and describe examples of plant and animal changes

the effects of seasonal changes on living things.	that occur on a seasonal basis: <ul style="list-style-type: none"> <li>• changes in form and appearance</li> <li>• changes in location of living things</li> <li>• changes in activity</li> <li>• production of young on a seasonal basis.</li> </ul>
	<input type="checkbox"/> Identify human preparations for seasonal change and identify activities that are done on a seasonal basis.
	<input type="checkbox"/> Record observable seasonal changes over a period of time.

### Building Things

Section	Specific Expectations
<p>By the end of Grade 1, students will:</p> <p>-Construct objects and models of objects, using a variety of different materials.</p> <p>-Identify the purpose of different components in a personally constructed object or model, and identify corresponding components in a related object or model.</p>	<input type="checkbox"/> Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks: <ul style="list-style-type: none"> <li>• construct model buildings;</li> <li>• construct model objects;</li> <li>• construct toys;</li> <li>• create wind- and water-related artifacts</li> </ul>
	<input type="checkbox"/> Identify component parts of personally constructed objects, and describe the purpose of each part.
	<input type="checkbox"/> Compare two objects that have been constructed for the same purpose, identify parts in one object that correspond to parts in another, and identify similarities and differences between these parts.
	<input type="checkbox"/> Recognize that products are often developed for specific purposes, and identify the overall purpose for each model and artifact constructed.

### Senses

Section	Specific Expectations
<p>By the end of Grade 1, students will:</p> <p>-Use the senses to make</p>	<input type="checkbox"/> Identify each of the senses, and explain how we use our senses in interpreting the world.
	<input type="checkbox"/> Identify ways that our senses contribute to our safety and quality of life.

<p>general and specific observations, and communicate observations orally and by producing captioned pictures.</p> <p>- Describe the role of the human senses and the senses of other living things, in enabling perception and action.</p>	<input type="checkbox"/> Apply particular senses to identify and describe objects or materials provided and to describe living things and environments. Students meeting this expectation will be able to describe characteristics, such as colour, shape, size, texture, smell and sound.
	<input type="checkbox"/> Recognize the limitations of our senses, and identify situations where our senses can mislead us;
	<input type="checkbox"/> Recognize that other living things have senses, and identify ways that various animals use their senses;
	<input type="checkbox"/> Describe ways that people adapt to limited sensory abilities or to the loss of a particular sense;
	<input type="checkbox"/> Describe ways to take care of our sensory organs, in particular, our eyes and ears.

### Needs of Animals and Plants

Section	Specific Expectations
<p>By the end of Grade 1, students will:</p> <p>-Describe some common living things, and identify needs of those living things.</p>	<input type="checkbox"/> Observe, describe and compare living things.
	<input type="checkbox"/> Contrast living and nonliving things.
	<input type="checkbox"/> Identify ways in which living things are valued.
	<input type="checkbox"/> Classify some common local plants and animals into groups on the basis of visible characteristics.
	<input type="checkbox"/> Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).
	<input type="checkbox"/> Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.
	<input type="checkbox"/> Identify the requirements of plants to maintain life; and recognize that we must provide these for plants in our care.
	<input type="checkbox"/> Identify ways that land plants depend on soil.
	<input type="checkbox"/> Recognize that some plants and animals must adapt to extreme conditions to meet their basic needs;
<input type="checkbox"/> Give examples of ways in which animals depend on plants and ways in which plants depend on animals	

## Social Studies

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### My World: Home, School, and Community

Section	Specific Expectations
<i>Values and Attitudes</i>	
By the end of Grade 1,	<input type="checkbox"/> Appreciate how belonging to groups and communities



<p>students will:</p> <p>-value self and others as unique individuals in relation to their world:</p>	enriches an individual's identity
	<input type="checkbox"/> Appreciate multiple points of view, languages, cultures and experiences within their groups and communities
	<input type="checkbox"/> Demonstrate respect for their individual rights and the rights of others
	<input type="checkbox"/> Recognize and respect how the needs of others may be different from their own
<p>By the end of Grade 1, students will:</p> <p>-value the groups and communities to which they belong:</p>	<input type="checkbox"/> Demonstrate a willingness to share and cooperate with others
	<input type="checkbox"/> Appreciate how their actions might affect other people and how the actions of others might affect them
	<input type="checkbox"/> Demonstrate a willingness to resolve issues and/or problems peacefully
	<input type="checkbox"/> Assume responsibility for their individual choices and actions
<i>Knowledge and Understanding</i>	
<p>By the end of Grade 1, students will:</p> <p>- examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry :</p>	<input type="checkbox"/> What different types of communities or groups do you belong to?
	<input type="checkbox"/> What helps us to recognize different groups or communities ?
	<input type="checkbox"/> In what ways do we belong to more than one group or community at the same time?
	<input type="checkbox"/> In what ways do we benefit from belonging to groups and communities?
	<input type="checkbox"/> What are our responsibilities and rights at home, at school, in groups and in communities?
<p>By the end of Grade 1, students will:</p> <p>- determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p>	<input type="checkbox"/> In what ways do people cooperate in order to live together peacefully?
	<input type="checkbox"/> How do groups make decisions?
	<input type="checkbox"/> In what ways do people help one another at home, at school and in groups to ensure the vitality of their community?
	<input type="checkbox"/> How do our actions and decisions contribute to the well-being of groups and communities?
	<input type="checkbox"/> How does caring for the natural environment contribute to the well being of our community?
<p>By the end of Grade 1, students will:</p> <p>- distinguish geographic</p>	<input type="checkbox"/> What are some familiar landmarks and places in my community?
	<input type="checkbox"/> Why are these landmarks and places significant features of the

features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:	community?
	<input type="checkbox"/> What are some differences between rural and urban communities?
	<input type="checkbox"/> Where is my community on a map or on a globe?

### Moving Forward with the Past: My Family, My History and My Community

Section	Specific Expectations
<i>Values and Attitudes</i>	
By the end of Grade 1, students will:	<input type="checkbox"/> recognize how their families and communities might have been different in the past than they are today
	<input type="checkbox"/> appreciate how the languages, traditions, celebrations and

-appreciate how stories and events of the past connect their families and communities to the present:	stories of their families, groups and communities contribute to their sense of identity and belonging
	<input type="checkbox"/> recognize how their ancestors contribute to their sense of identity within their family and communities
	<input type="checkbox"/> appreciate people who have contributed to their communities over time
	<input type="checkbox"/> recognize how diverse Aboriginal and Francophone communities are integral to Canada's character
	<input type="checkbox"/> acknowledge and respect symbols of heritage and traditions in their family and communities
<i>Knowledge and Understanding</i>	
By the end of Grade 1, students will:  - analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:	<input type="checkbox"/> How have changes affected my family over time (e.g., births, deaths, moves)?
	<input type="checkbox"/> What is my family's past in our community?
	<input type="checkbox"/> In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)?
	<input type="checkbox"/> How have changes over time affected their families and communities in the present?
	<input type="checkbox"/> In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time?
	<input type="checkbox"/> What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities?
	<input type="checkbox"/> What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities?

## The Arts

### Drama

Section	Specific Expectations
<i>STRUCTURED DRAMATIC PLAY</i>	

Physical	<input type="checkbox"/> develop sensory awareness <input type="checkbox"/> become aware of body and voice as instruments of expression <input type="checkbox"/> explore and express large and small body movements <input type="checkbox"/> develop techniques for relaxation
Intellectual	<input type="checkbox"/> develop and exercise imagination <input type="checkbox"/> develop concentration <input type="checkbox"/> recognize and learn to trust the intuitive response <input type="checkbox"/> exercise divergent and convergent thinking
Emotional	<input type="checkbox"/> explore emotion <input type="checkbox"/> control emotion <input type="checkbox"/> express emotion
Social	<input type="checkbox"/> understand self <input type="checkbox"/> understand others <input type="checkbox"/> discipline self <input type="checkbox"/> develop acceptance of self/others (tolerance) <input type="checkbox"/> develop appreciation of the work of self and others <input type="checkbox"/> cope with emotional responses
Integrative	<input type="checkbox"/> understand and respond to environment <input type="checkbox"/> respect and investigate ideas of others <input type="checkbox"/> role play <input type="checkbox"/> develop a sense of form <input type="checkbox"/> make the abstract concrete <input type="checkbox"/> learn to respond to stimuli; e.g., music, pictures, objects, literature <input type="checkbox"/> develop the confidence to make choices <input type="checkbox"/> respect the space of others <input type="checkbox"/> communicate through space <input type="checkbox"/> test and reflect on the consequences of dramatic decisions
<i>Dramatic Movement</i>	
	<input type="checkbox"/> understand personal space, general space and the inherent differences between the two <input type="checkbox"/> develop flexible, free and controlled movement <input type="checkbox"/> practise moving in different ways in response to a variety of stimuli <input type="checkbox"/> discover how to use the body as a vehicle for expressing and interpreting feelings and ideas <input type="checkbox"/> analyze different ways of moving alone and with others <input type="checkbox"/> express simple characterization through movement

	<input type="checkbox"/> appreciate the aesthetics of movement <input type="checkbox"/> use dramatic movement to investigate the environment <input type="checkbox"/> develop the ability to use dramatic movement to enhance learning in the other areas of the curriculum
<i>Mime</i>	
	<input type="checkbox"/> The child should learn to express oneself physically and imaginatively through movement and gesture <input type="checkbox"/> The child should observe and study the animal kingdom, the size, shape and weight of animals, and the ways they move and react to their environment (animal mime)
	<input type="checkbox"/> The child should explore the weight, shape, size, texture and resistance of objects in order to develop insights into the ways humans contribute to their society (occupational mime)
	<input type="checkbox"/> The child should observe and study the differences and similarities of human beings through exploration of feelings, emotions and physical characteristics (character mime)
	<input type="checkbox"/> The child should learn to communicate feelings and ideas that cannot be expressed adequately in words (abstract mime)
	<input type="checkbox"/> The child should investigate physical comedy through examination of the allied art of clowning
	<input type="checkbox"/> The child should develop an understanding and appreciation for an art form
	<input type="checkbox"/> The child should apply mime skills to learning situations
<i>Choral Speech</i>	
	Develop the following vocal skills: <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech</li> <li><input type="checkbox"/> speak clearly</li> <li><input type="checkbox"/> speak with ease</li> <li><input type="checkbox"/> speak expressively</li> <li><input type="checkbox"/> speak with energy</li> <li><input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument</li> <li><input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume</li> </ul>
	Develop the following interpretive skills: <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate the meaning of a piece of literature</li> </ul>

	<input type="checkbox"/> express mood <input type="checkbox"/> explore natural rhythm <input type="checkbox"/> phrase for meaning <input type="checkbox"/> colour individual words <input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body
	<input type="checkbox"/> Develop appreciation for enjoyment of literature
	<input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> Listen to self and others
	<input type="checkbox"/> Blend the voice with others
	<input type="checkbox"/> Respond to cues given by leader
	<input type="checkbox"/> Speak: – in unison

*Storytelling*

	<p>Develop the following vocal skills:</p> <input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech <input type="checkbox"/> speak clearly <input type="checkbox"/> speak with ease <input type="checkbox"/> speak expressively <input type="checkbox"/> speak with energy <input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument <input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume
	<p>Develop the following interpretive skills:</p> <input type="checkbox"/> communicate the meaning of a piece of literature <input type="checkbox"/> express mood <input type="checkbox"/> explore natural rhythm <input type="checkbox"/> phrase for meaning <input type="checkbox"/> colour individual words <input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body
	<input type="checkbox"/> Develop appreciation for enjoyment of literature
	<input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories

	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> Develop and extend the ability to recall and sequence events
	<input type="checkbox"/> Develop an awareness and understanding of differentiation of character within a story
	<input type="checkbox"/> Apply storytelling skills to other areas of study

*Dramatization*

	<p>Develop role-playing skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accept role playing as a positive learning experience</li> <li><input type="checkbox"/> take on the attitude of another</li> <li><input type="checkbox"/> assume the physical attributes of another</li> <li><input type="checkbox"/> emphasize the situation of another</li> <li><input type="checkbox"/> use role playing as a problem-solving tool</li> </ul>
	<p>Recognize and use dramatic form:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> appreciate and use the possibilities of a story line in sequence</li> <li><input type="checkbox"/> recognize and incorporate structure; i.e., beginning, middle and end</li> <li><input type="checkbox"/> respond in language appropriate to different situations</li> <li><input type="checkbox"/> recognize dramatic elements; e.g., conflict, tension, resolution, characterization, environment</li> </ul>
	<input type="checkbox"/> Develop an appreciation of the art form of acting out literature
	<input type="checkbox"/> Be motivated to extend the dramatization experience into other subject areas

*Puppetry*

	<p>Become aware of the puppet as a communicative medium by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> moving as a puppet</li> <li><input type="checkbox"/> moving another as a puppet</li> <li><input type="checkbox"/> constructing a simple puppet</li> </ul>
	<p>Apply moving skills to puppetry by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> experimenting with puppet manipulation</li> <li><input type="checkbox"/> exploring and creating various environments through which the child can move the puppet</li> </ul>
	<p>Appreciate the complexities of a puppet performance by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sharing their own puppet scene/episodes/play with each other</li> <li><input type="checkbox"/> viewing other puppet performances; e.g., student or professional</li> </ul>
	<input type="checkbox"/> Apply the skills of puppetry to other subject areas

<b>Choric Drama</b>	
	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech</li> <li><input type="checkbox"/> speak clearly</li> <li><input type="checkbox"/> speak with ease</li> <li><input type="checkbox"/> speak expressively</li> <li><input type="checkbox"/> speak with energy</li> <li><input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument</li> <li><input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume</li> </ul> <p>Develop the following interpretive skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate the meaning of a piece of literature</li> <li><input type="checkbox"/> express mood</li> <li><input type="checkbox"/> explore natural rhythm</li> <li><input type="checkbox"/> phrase for meaning</li> <li><input type="checkbox"/> colour individual words</li> <li><input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop appreciation for enjoyment of literature</li> <li><input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories</li> <li><input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading</li> <li><input type="checkbox"/> Use skills as outlined in choral speech, dramatic movement, mime and dramatization</li> <li><input type="checkbox"/> Create individual and/or group characterization</li> <li><input type="checkbox"/> Explore appropriate movement and speech qualities for characterization</li> <li><input type="checkbox"/> Apply choric drama skills to the investigation of other areas of study</li> </ul>
<b>Reader's Theatre</b>	
	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech</li> <li><input type="checkbox"/> speak clearly</li> <li><input type="checkbox"/> speak with ease</li> </ul>



	<input type="checkbox"/> speak expressively <input type="checkbox"/> speak with energy speak with an appreciation of the flexibility of the voice as an instrument <input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume
	<input type="checkbox"/> Develop the following interpretive skills: <input type="checkbox"/> communicate the meaning of a piece of literature <input type="checkbox"/> express mood <input type="checkbox"/> explore natural rhythm <input type="checkbox"/> phrase for meaning <input type="checkbox"/> colour individual words <input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body
	<input type="checkbox"/> Develop appreciation for enjoyment of literature
	<input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> Appreciate readers' theatre as an art form

*Story Theatre*

	<p>Develop the following vocal skills:</p> <input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech <input type="checkbox"/> speak clearly <input type="checkbox"/> speak with ease <input type="checkbox"/> speak expressively <input type="checkbox"/> speak with energy <input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument <input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume
	<p>Develop the following interpretive skills:</p> <input type="checkbox"/> communicate the meaning of a piece of literature <input type="checkbox"/> express mood <input type="checkbox"/> explore natural rhythm <input type="checkbox"/> phrase for meaning <input type="checkbox"/> colour individual words <input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body
	<input type="checkbox"/> Develop appreciation for enjoyment of literature
	<input type="checkbox"/> Develop empathy through experiencing thoughts and feelings

	of other people and other cultures, as expressed through their stories
	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> Develop an appreciation of story theatre as an art form
<i>Playmaking</i>	
	<input type="checkbox"/> Appreciate playmaking by others; e.g., other students or professionals
<i>Group Drama</i>	
	Develop the ability to make decisions in a group: <ul style="list-style-type: none"> <li><input type="checkbox"/> accept self as part of a group</li> <li><input type="checkbox"/> listen to ideas of another</li> <li><input type="checkbox"/> offer own ideas</li> <li><input type="checkbox"/> become aware of and accept the group purpose</li> </ul>
	Cooperatively build a drama to: <ul style="list-style-type: none"> <li><input type="checkbox"/> send both verbal and non-verbal signals to others</li> <li><input type="checkbox"/> receive and respond to verbal and non-verbal signals</li> <li><input type="checkbox"/> solve problems</li> <li><input type="checkbox"/> recognize and use group space</li> <li><input type="checkbox"/> become aware of and use tensions/conflicts</li> <li><input type="checkbox"/> appreciate the shared creation of a drama</li> </ul>
	<input type="checkbox"/> Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama

## Music

Section	Specific Expectations
<i>Rhythm</i>	
By the end of Grade 1, students will understand that:	<input type="checkbox"/> Music may move to a steady beat.
	<input type="checkbox"/> Music may move evenly or unevenly.
	<input type="checkbox"/> Music is made up of long sounds, short sounds and silences.
	<input type="checkbox"/> There are strong and weak beats in music.
	<input type="checkbox"/> Long sounds, short sounds and silences may be grouped to form rhythm patterns (Ta, ti-ti, rest)
<i>Melody</i>	
By the end of Grade 1, students will understand	<input type="checkbox"/> Sounds may be high or low

that:	<input type="checkbox"/> Sounds are also in the middle
	<input type="checkbox"/> A sequence of sounds may move from low to high, high to low, or stay the same
	<input type="checkbox"/> A melody is made up of sounds organized in patterns
	<input type="checkbox"/> Melodies are based on scales: major, minor and pentatonic (5-tone).
<i>Harmony</i>	
By the end of Grade 1, students will understand that:	<input type="checkbox"/> Two or more sounds can occur simultaneously.
	<input type="checkbox"/> Melodies may be accompanied by harmony.
<i>Form</i>	
By the end of Grade 1, students will understand that:	<input type="checkbox"/> Music can be organized into sections--alike or different.
	<input type="checkbox"/> A section may be repeated (verse, chorus).
	<input type="checkbox"/> Music is organized into phrases.
<i>Expression (tempo, dynamics, tone colour)</i>	
By the end of Grade 1, students will understand that:	<input type="checkbox"/> The beat in music may be fast or slow (tempo)
	<input type="checkbox"/> Music may be soft (p) or loud (f), dynamics.
	<input type="checkbox"/> Music may express our feelings
	<input type="checkbox"/> Musical instruments have different tonal qualities
	<input type="checkbox"/> The human voice has different tonal qualities.
	<input type="checkbox"/> Music reflects our feelings about holidays, seasons, our country and cultural heritage
	<input type="checkbox"/> The words of a song are very important to the understanding of the song (text)
<i>Listening</i>	
By the end of Grade 1, students will understand that:	<input type="checkbox"/> Distinguish environmental sounds: school, home, weather, animals, machines.
	<input type="checkbox"/> Identify and compare sounds (musical and non-musical): high-low, loud-soft, short-long, slow-fast, up-down.

	<input type="checkbox"/> Distinguish voice sounds.
	<input type="checkbox"/> Distinguish among the sounds of common musical instruments.
	<input type="checkbox"/> Be an attentive member of an audience
	<input type="checkbox"/> Understand and appreciate the effect of music that is high–low, loud–soft, short–long, slow–fast, up–down.
	<input type="checkbox"/> Be aware of and enjoy seasonal, holiday and ethnic music.
	<input type="checkbox"/> Follow a story told by music.
<i>Moving</i>	
By the end of Grade 1, students will understand that:	<input type="checkbox"/> Mime animals, machines and other sounds
	<input type="checkbox"/> Move to the beat in music through walking, running, hopping, galloping and skipping, as appropriate to the psychomotor development of the students.
	<input type="checkbox"/> Respond to beat through action and simple body percussion.
	<input type="checkbox"/> Perform simple action songs and singing games
	<input type="checkbox"/> Improvise movement for high–low, loud–soft, short–long, slow–fast.
	<input type="checkbox"/> Respond to music through movement in an individual manner
<i>Singing</i>	
By the end of Grade 1, students will understand that:	<input type="checkbox"/> Distinguish between children’s speaking and singing voices.
	<input type="checkbox"/> Respond to tone matching and echo games.
	<input type="checkbox"/> Respond to so–mi hand signals.
	<input type="checkbox"/> Respond to hand signals for so–mi–la
	<input type="checkbox"/> Sing, in tune, many rhythmic and melodic songs, singing games and action songs.
	<input type="checkbox"/> Experience singing alone and in a group.
	<input type="checkbox"/> Sing accurately in unison.
	<input type="checkbox"/> Respond appropriately and with confidence to a conductor’s signals.
<i>Playing Instruments</i>	
By the end of Grade 1, students will understand that:	<input type="checkbox"/> Explore the sound of various musical instruments.
	<input type="checkbox"/> Play a steady beat using rhythm instruments
	<input type="checkbox"/> Discover that some instruments play low notes and some play

	high notes.
	<input type="checkbox"/> Echo rhythm patterns
	<input type="checkbox"/> Accompany singing with appropriate body percussion and movement (beat, accent, rhythm patterns) and transfer these to instruments
	<input type="checkbox"/> Play rhythm instruments correctly.
	<input type="checkbox"/> Accompany songs, stories and poems with appropriate instrumental effects.
	<input type="checkbox"/> The student will be able to demonstrate skills on as many as possible of the following instruments:  Orff Instruments — through speech, rhythm, ear training and use of pentatonic scale and create own compositions.

*Reading and Writing*

By the end of Grade 1, students will understand that:	<input type="checkbox"/> Recognize “ta” and “ti-ti” rhythm patterns.
	<input type="checkbox"/> Recognize the following rhythm patterns on large charts, and follow from left to right : “ta ti-ti rest”
	<input type="checkbox"/> Echo clap and chant written rhythm patterns.
	<input type="checkbox"/> Draw “stick” rhythm patterns on paper
	<input type="checkbox"/> Respond to simple instrumental scores on large charts.
	<input type="checkbox"/> Respond to hand signals and staff notation of “so-mi”, “so-mi-la”.
	<input type="checkbox"/> Build “so-mi-la” patterns on a simple staff
	<input type="checkbox"/> Read repeat signs, p (soft) and f (loud).

*Creating*

By the end of Grade 1, students will understand that:	<input type="checkbox"/> Use suitable sound effects for poems and songs.
	<input type="checkbox"/> Use instruments to create sounds of high-low, loud-soft, slow-fast, short-long, up-down
	<input type="checkbox"/> Create singing “conversations” (tone matching).

**Visual Arts**

Section	Concepts
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<i>Reflection</i>	
ANALYSIS: Students will notice commonalities within classes of natural objects or forms.	<input type="checkbox"/> Natural forms have common physical attributes according to the class in which they belong
	<input type="checkbox"/> Natural forms are related to the environment from which they originate.
	<input type="checkbox"/> Natural forms have different surface qualities in colour, texture and tone.
	<input type="checkbox"/> Natural forms display patterns and make patterns.
ASSESSMENT: Students will assess the use or function of objects.	<input type="checkbox"/> Designed objects serve specific purposes.
	<input type="checkbox"/> Designed objects serve people.
	<input type="checkbox"/> Designed objects are made by people or machines.
	<input type="checkbox"/> Designed objects must function well to be valuable.
APPRECIATION: Students will interpret artworks literally.	<input type="checkbox"/> Art takes different forms depending on the materials and techniques used.
	<input type="checkbox"/> An art form dictates the way it is experienced.
	<input type="checkbox"/> An artwork tells something about its subject matter and the artist who made it.
	<input type="checkbox"/> Colour variation is built on three basic colours.
	<input type="checkbox"/> Tints and shades of colours or hues affect the contrast of a composition.
<input type="checkbox"/> All aspects of an artwork contribute to the story it tells.	
<i>Depiction</i>	
MAIN FORMS AND PROPORTIONS: Students will learn the shapes of things as well as develop decorative styles.	<input type="checkbox"/> All shapes can be reduced to basic shapes; i.e., circular, triangular, rectangular.
	<input type="checkbox"/> Shapes can be depicted as organic or geometric.
	<input type="checkbox"/> Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching.
	<input type="checkbox"/> Animals and plants can be represented in terms of their proportions.
	<input type="checkbox"/> A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.
ACTIONS AND VIEWPOINTS: Students will increase the range of	<input type="checkbox"/> Movement of figures and objects can be shown in different ways.
	<input type="checkbox"/> An X-ray view shows the inside of something.

actions and viewpoints depicted.	<input type="checkbox"/> Forms can be overlapping to show depth or distance.
QUALITIES AND DETAILS: Students will represent surface qualities of objects and forms.	<input type="checkbox"/> Texture is a surface quality that can be captured by rubbings or markings.
	<input type="checkbox"/> Textures form patterns.
	<input type="checkbox"/> Primary colours can be mixed to produce new hues.
	<input type="checkbox"/> Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value.
	<input type="checkbox"/> Images are stronger when contrasts of light and dark are used.
	<input type="checkbox"/> Details enrich forms.
EMPHASIS: Students will create emphasis based on personal choices.	<input type="checkbox"/> An active, interesting part of a theme can become the main part of a composition.
	<input type="checkbox"/> The main part of a composition can be treated thoroughly before adding related parts.
	<input type="checkbox"/> Contrast subject matter with the ground for emphasis
	<input type="checkbox"/> Forms can run off the edges of the picture space in a composition.
UNITY: Students will create unity through density and rhythm	<input type="checkbox"/> Families of shapes, and shapes inside or beside shapes, create harmony.
	<input type="checkbox"/> Overlapping forms help to unify a composition.
	<input type="checkbox"/> Repetition of qualities such as colour, texture and tone produce rhythm and balance.
	<input type="checkbox"/> A composition should develop the setting or supporting forms, as well as the subject matter.
CRAFTSMANSHIP: Students will add finishing touches	<input type="checkbox"/> Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful.
	<input type="checkbox"/> Stepping back from a work helps in judging how it can be improved.
<i>Expression</i>	
PURPOSE 1: Students will record or document activities, people and discoveries.	<input type="checkbox"/> Everyday activities can be documented visually.
	<input type="checkbox"/> Special events, such as field trips, visits and festive occasions can be recorded visually.
	<input type="checkbox"/> Family groups and people relationships can be recorded

	visually
	<input type="checkbox"/> Knowledge gained from study or experimentation can be recorded visually.
PURPOSE 2: Students will illustrate or tell a story	<input type="checkbox"/> A narrative can be retold or interpreted visually.
	<input type="checkbox"/> An original story can be created visually.
PURPOSE 3: Students will decorate items personally created.	<input type="checkbox"/> Details, patterns or textures can be added to two-dimensional works.
	<input type="checkbox"/> Details, patterns or textures can be added to the surface of three-dimensional works.
PURPOSE 4: Students will express a feeling or a message.	<input type="checkbox"/> Feelings and moods can be interpreted visually.
	<input type="checkbox"/> Specific messages, beliefs and interests can be interpreted visually, or symbolized.
PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.	<input type="checkbox"/> Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.
SUBJECT MATTER: Students will develop themes, with an emphasis on personal concerns, based on:	<input type="checkbox"/> A. Plants and animals <input type="checkbox"/> B. Environment and places <input type="checkbox"/> C. Manufactured or human-made things <input type="checkbox"/> D. Fantasy <input type="checkbox"/> E. People
	<i>Drawing</i>
	<input type="checkbox"/> Use a variety of drawing media in an exploratory way to see how each one has its own characteristics.
	<input type="checkbox"/> Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous.
	<input type="checkbox"/> Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric (rectangles, squares, circles and triangles) and free form
	<input type="checkbox"/> Make drawings from direct observation.



<p><b>MEDIA AND TECHNIQUES:</b> Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.</p>	<input type="checkbox"/> Use drawing media in combination with other media such as painting, print making or fabric.
	<input type="checkbox"/> Use drawing to add details and textures, or to create pattern.
	<i>Painting</i>
	<input type="checkbox"/> Learn simple brush skills: holding and unloading the brush, applying paint, cleaning the brush.
	<input type="checkbox"/> Experiment with the medium to explore its possibilities.
	<input type="checkbox"/> Work primarily with tempera paint or tempera paint with additives, using large brushes to paint.
	<input type="checkbox"/> Mix primary colours and lighten and darken colours.
	<input type="checkbox"/> Paint using experimental methods, including without a brush.
	<input type="checkbox"/> Paint directly without preliminary sketching
	<input type="checkbox"/> Use paint in combination with other media and techniques
	<input type="checkbox"/> Make small group and/or large group murals.
	<i>Print Making</i>
	<input type="checkbox"/> Use frottage (texture rubbings)
	<input type="checkbox"/> Make lifts or transfers, using wax crayon or fabric crayon.
	<input type="checkbox"/> Explore the use of print-making materials and the application of paint, using brushes and rollers (brayers).
	<input type="checkbox"/> Explore found object printing and the making of pattern through stamping
	<input type="checkbox"/> Use print-making images in making pictures or compositions.
	<i>Sculpture</i>
	<input type="checkbox"/> Make two- and three-dimensional assemblages from found materials
	<input type="checkbox"/> Learn the care and handling of clay, and explore the modelling possibilities.
	<input type="checkbox"/> Use simple clay modelling techniques of rolling, pinching, adding, pressing, making coils, texturing.
	<input type="checkbox"/> Create three-dimensional forms, using paper sculpture techniques of folding, scoring, cutting, curling, weaving, rolling, twisting, joining.
	<input type="checkbox"/> Cast plaster of Paris relief sculptures in sand molds.

	<i>Fabric Arts</i>
	<input type="checkbox"/> Decorate fabric, using print-making techniques of relief printing, stamping, stencilling
	<input type="checkbox"/> Use collage techniques for picture making with fabric.
	<input type="checkbox"/> Learn the basics of thread and needle manipulation, and use simple stitchery (running stitch and blanket stitch) for decoration and picture making
	<input type="checkbox"/> Use a simple, handmade loom to weave plain or tabby pattern.
	<input type="checkbox"/> Braid wool or cloth strips to be used as enhancements.
	<input type="checkbox"/> Tie-dye using one colour of dye.
	<input type="checkbox"/> Use simple batik or resist dyeing using a safe resist such as flour and water paste, or margarine.
	<i>Photography and Technographic Arts</i>
	<input type="checkbox"/> Take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies. Included at this level: <ul style="list-style-type: none"> <li>- simple camera for documentation and sequencing of events</li> <li>- overhead projector for experimenting with shapes, colours, compositions and the relating of a story using cutout shapes, real objects or drawings on acetate rolls</li> <li>- computer software packages and devices, such as the light pen and the mouse, to explore, design and compose</li> <li>- copying devices for recording images and textures</li> <li>- slides: handmade using ink, crayon, acrylic paint or felt pen for exploring line and shape</li> <li>- emerging technologies, as available and applicable</li> </ul>
	<input type="checkbox"/> Employ technological media techniques, practices and capabilities to promote art understanding and create designs and compositions. Included at this level: <ul style="list-style-type: none"> <li>- storyboards to show a sequence of events</li> <li>- roll movies to show sequence or tell a story</li> <li>- different kinds of viewfinders to select and frame shots</li> <li>- shadow puppets</li> <li>- moving, changing, experimenting to obtain different effects, designs, compositions</li> <li>- retaining copies of only that which is of particular interest</li> <li>- photograms with found objects.</li> </ul>

## Health & Physical Education

### Activity

Section	Specific Expectations
<p>By the end of Grade 1, students will:</p> <p>-acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment</p>	<i>Basic Skills—Locomotor</i>
	<input type="checkbox"/> Perform locomotor skills through a variety of activities
	<i>Basic Skills—Nonlocomotor</i>
	<input type="checkbox"/> Perform nonlocomotor skills through a variety of activities
	<i>Basic Skills—Manipulative: Receiving, Retaining, Sending</i>
	<input type="checkbox"/> Demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others
	<i>Application of Basic Skills in an Alternative Environment</i>
	<input type="checkbox"/> Demonstrate the basic skills in a variety of environments; e.g., tarmac activities
	<i>Application of Basic Skills in Dance</i>
	<input type="checkbox"/> Perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music
	<input type="checkbox"/> Demonstrate body awareness when performing dance activities
	<i>Application of Basic Skills in Games</i>
	<input type="checkbox"/> Demonstrate body and space awareness when performing space awareness games
<input type="checkbox"/> Demonstrate an understanding of basic rules and fair play for simple games	
<i>Application of Basic Skills in Types of Gymnastics</i>	

	<input type="checkbox"/> Demonstrate body and space awareness when performing space awareness games
	<input type="checkbox"/> Demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes

## Benefits Health

Section	Specific Expectations
<p>By the end of Grade 1, students will:</p> <p>-understand, experience and appreciate the health benefits that result from physical activity</p>	<i>Functional Fitness</i>
	<input type="checkbox"/> Identify healthy nutritional habits
	<input type="checkbox"/> Demonstrate ways to improve personal growth in physical abilities
	<input type="checkbox"/> Experience and improve continued frequency of involvement in cardio-respiratory activities
	<i>Body Image</i>
	<input type="checkbox"/> Recognize personal abilities while participating in physical activity
	<i>Well-being</i>
	<input type="checkbox"/> Describe how physical activity makes you feel
	<input type="checkbox"/> Recognize the changes that take place in the body during physical activity
<input type="checkbox"/> Understand the connections between physical activity and emotional well-being; e.g., feels good	

## Cooperation

Section	Specific Expectations
<p>By the end of Grade 1, students will:</p> <p>-interact positively with others.</p>	<i>Communication</i>
	<input type="checkbox"/> Develop and demonstrate respectful communication skills appropriate to context
	<i>Fair Play</i>
	<input type="checkbox"/> Identify and demonstrate etiquette and fair play
	<i>Leadership</i>
	<input type="checkbox"/> Identify different roles in a variety of physical activities

	<i>Teamwork</i>
	<input type="checkbox"/> Display a willingness to play cooperatively with others in large and small groups

**Do it Daily ... for Life!**

Section	Specific Expectations
<p>By the end of Grade 1, students will:</p> <p>-assume responsibility to lead an active way of life.</p>	<i>Effort</i>
	<input type="checkbox"/> Show a willingness to participate regularly in short periods of activity with frequent rest intervals
	<input type="checkbox"/> Demonstrate effort while participating in various activities
	<i>Safety</i>
	<input type="checkbox"/> Show a willingness to listen to directions and simple explanations
	<input type="checkbox"/> Participate in safe warm-up and cool-down activities
	<input type="checkbox"/> Move safely and sensitively through all environments; e.g., space awareness activities
	<i>Goal Setting/Personal Challenge</i>
	<input type="checkbox"/> Participate in a class activity with a group goal; e.g., walk a predetermined distance
	<input type="checkbox"/> Try a challenging movement experience based on personal abilities
	<i>Active Living in the Community</i>
	<input type="checkbox"/> Identify and experience safe places to play in the community
	<input type="checkbox"/> Make decisions to be active