

## **ONTARIO CURRICULUM EXPECTATIONS (K-8)**

### **KINDERGARTEN EXPECTATIONS (GENERAL)**

#### 4.3 BELONGING AND CONTRIBUTING

- 1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
- 22. communicate their thoughts and feelings, and their theories and ideas, through various art forms
- 30. demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in the arts
- 31. demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts

#### 4.5 DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS

- 9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts
- 10. demonstrate literacy behaviours that enable beginning writers to communicate with others
- 11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators
- 15. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships
- 16. measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature, and explore ways of measuring the passage of time, through inquiry and play-based learning.

## GRADE I

### MUSIC

#### FUNDAMENTAL CONCEPTS FOR GRADE I

- **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)
- **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

#### OVERALL EXPECTATION(S)

**C2.** Reflecting, Responding, and Analyzing: 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.

#### SPECIFIC EXPECTATION(S)

**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)

**C2.2** describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create.

**C3.1** identify and describe musical experiences in their own lives

### VISUAL ARTS

#### FUNDAMENTAL CONCEPTS FOR GRADE I

- **shape and form:** geometric and organic shapes and forms of familiar objects (e.g., geometric: circles, blocks; organic: clouds, flowers)

**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

### SPECIFIC EXPECTATION(S)

**D1.1** create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences

**D1.3** use elements of design in art works to communicate ideas, messages, and personal understandings

**D1.4** use a variety of materials, tools, and techniques to respond to design challenges  
• drawing: use wax crayon or oil pastel lines on coloured paper to express their

responses to different kinds of music or rhythm

**D2.1** express their feelings and ideas about art works and art experiences

## MATHEMATICS

### EXPECTATIONS GRADE I

**BI.** Number Sense

**BI.5** count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies

**DI.** Data Collection and Organization

**DI.1** sort sets of data about people or things according to one attribute, and describe rules used for sorting

**DI.2** collect data through observations, experiments, and interviews to answer questions of interest that focus on a single piece of information; record the data using methods of their choice; and organize the data in tally tables

Data Visualization

**DI.3** display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels

Data Analysis

**DI.5** analyze different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions

**EI.** Geometric and Spatial Reasoning

Geometric Reasoning

**EI.1** sort three-dimensional objects and two-dimensional shapes according to one attribute at a time, and identify the sorting rule being used

## GRADE 2

### MUSIC

#### FUNDAMENTAL CONCEPTS FOR GRADE 2

- **pitch:** high “do”, simple melodic ostinato, melodic patterns, melodic patterns using notes of a pentatonic scale (e.g., “do–re–mi–so–la”, “do–re–fa–so–la”)
- **timbre:** classification of instruments by listening to their sound (e.g., wind [woodwind, brass], stringed, electronic, membrane, pitched percussion instruments)

#### OVERALL EXPECTATION(S)

**C2.** Reflecting, Responding, and Analyzing: 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

#### SPECIFIC EXPECTATION(S)

**C2.1** express personal responses to musical performances in a variety of ways (e.g., use a teacher-directed listening log to record their thoughts, feelings, ideas; write or draw their response)

**C2.2** describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create

### VISUAL ARTS

#### FUNDAMENTAL CONCEPTS FOR GRADE 2

- **shape and form:** symmetrical shapes and forms (e.g., shapes and forms in buildings)

#### OVERALL EXPECTATION(S)

**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

#### SPECIFIC EXPECTATION(S)

- D1.3 use elements of design in art works to communicate ideas, messages, and understandings
- D1.4 use a variety of materials, tools, and techniques to respond to design challenges
- D2.1 express their feelings and ideas about works of art

## MATHEMATICS

### DI. Data Collection and Organization

#### Data Collection and Organization

D1.1 sort sets of data about people or things according to two attributes, using tables and logic diagrams, including Venn and Carroll diagrams

#### Data Visualization

D1.3 display sets of data, using one-to-one correspondence, in concrete graphs, pictographs, line plots, and bar graphs with proper sources, titles, and labels

## GRADE 3

### MUSIC

#### FUNDAMENTAL CONCEPTS FOR GRADE 3

- **timbre:** classification of instruments by means of sound production (e.g., sounds produced by strumming, striking, shaking, blowing)

#### OVERALL EXPECTATION(S)

**C2.** Reflecting, Responding, and Analyzing: 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.

#### SPECIFIC EXPECTATION(S)

**C2.1** express personal responses to musical performances in a variety of ways (e.g., create a graphic or text response to a musical selection featuring a Latin American dance style)

**C2.2** describe ways in which the elements of music are used in the music they perform, listen to, and create.

**C3.2** identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places

#### FUNDAMENTAL CONCEPTS FOR GRADE 3

- **line:** horizontal, vertical, diagonal lines; lines that show motion (e.g., pointy, curvy); lines inside shapes

#### OVERALL EXPECTATION(S)

**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 Analyzing: 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

## SPECIFIC EXPECTATION(S)

**D1.3** use elements of design in art works to communicate ideas, messages, and understandings

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

**D2.1** express their feelings and ideas about works of art

## MATHEMATICS

### D1. Data Literacy

D1.1 sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams, as appropriate

D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables

### Data Visualization

D1.3 display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales

### Data Analysis

D1.4 determine the mean and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data

D1.5 analyze different sets of data presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions

## GRADE 4

### MUSIC

#### FUNDAMENTAL CONCEPTS FOR GRADE 4

**dynamics and other expressive controls:** changes in volume encountered in music listened to, sung, and played (e.g., sforzando [sfz]); articulation (e.g., phrase markings)

**timbre:** homogeneous sound of ensemble instruments (e.g., individual instruments of the orchestra or other performing ensemble)

#### OVERALL EXPECTATION(S)

**C2.** Reflecting, Responding, and Analyzing: 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;

#### SPECIFIC EXPECTATION(S)

**C2.1** express detailed personal responses to musical performances in a variety of ways (e.g., respond by drawing, moving, using visual organizers, telling a story, making a collage; compare recordings of singers they think have a “good voice”, and defend their preference)

**C2.2** identify the elements used in the music they perform, listen to, and create, and describe how they are used (e.g., identify the mood of a piece and describe how the elements of music are used to create the mood)

### VISUAL ARTS

**D2.** Reflecting, Responding, and Analyzing: 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;

#### FUNDAMENTAL CONCEPT(S) FOR GRADE 4



**colour:** monochromatic colour scheme; colour emphasis through variations in intensity (e.g., subdued colours next to bright, intense colours); advancing colour

D2.1 interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey (e.g., express their response to student drawings on a classroom gallery walk; identify artistic techniques that are used to influence the viewer; in role as a famous artist, write a journal entry or letter identifying the artist's compositional choices and intentions)

## MATHEMATICS

### C4. Mathematical Modelling

apply the process of mathematical modelling to represent, analyze, make predictions, and provide insight into real-life situations

#### D1. Data Literacy

##### Data Collection and Organization

D1.1 describe the difference between qualitative and quantitative data, and describe situations where each would be used

##### Data Visualization

D1.3 select from among a variety of graphs, including multiple-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs

D1.4 create an infographic about a data set, representing the data in appropriate ways, including in frequency tables, stem-and-leaf plots, and multiple-bar graphs, and incorporating any other relevant information that helps to tell a story about the data

##### Data Analysis

D1.5 determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data

#### E1. Geometric and Spatial Reasoning

##### Geometric Reasoning

E1.1 identify geometric properties of rectangles, including the number of right angles, parallel and perpendicular sides, and lines of symmetry

## GRADE 5

### MUSIC

#### FUNDAMENTAL CONCEPTS FOR GRADE 5

dynamics and other expressive controls: dynamics and articulation encountered in music listened to, sung, and played, and their signs

#### OVERALL EXPECTATION(S)

C2. Reflecting, Responding, and Analyzing: 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;

#### SPECIFIC EXPECTATION(S)

C2.1 express detailed personal responses to musical performances in a variety of ways (e.g., describe the sounds of a steel band, using musical terminology; analyze a movement from Vivaldi’s Four Seasons in a think-pair-share listening activity, and describe their feelings and personal impressions; compare the mood of a piece from today and a piece from the baroque period, using Venn diagrams)

C2.2 identify the elements of music in the music they perform, listen to, and create, and describe how they are used (e.g., timbre: describe how brass instruments are used in a marching band; duration: clap dotted rhythm patterns in a fanfare, describe how a slow tempo contributes to the mood of a funeral march, describe the use of syncopation in rhythms in Latin American music; form and texture: graphically portray the layering of melodies in a round; dynamics: relate the soft or loud sounds in a ballad to the meaning of the text)

### VISUAL ARTS

#### FUNDAMENTAL CONCEPTS FOR GRADE 5

- texture: textures created with a variety of tools, materials, and techniques; patterning

#### OVERALL EXPECTATION(S)

D2. Reflecting, Responding, and Analyzing: 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;

D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (e.g., use an image round-table technique to compare interpretations of emotions suggested by abstract forms or figures in art work; sort and classify a variety of art images, such as Nigerian, Egyptian, Mayan, and Chinese sculptures, to determine common subjects or themes)

## MATHEMATICS

### C1. Patterns and Relationships

#### Patterns

C1.1 identify and describe repeating, growing, and shrinking patterns, including patterns found in real-life contexts

C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating, growing, and shrinking patterns

#### D1. Data Literacy

##### Data Collection and Organization

D1.1 explain the importance of various sampling techniques for collecting a sample of data that is representative of a population

##### Data Visualization

D1.3 select from among a variety of graphs, including stacked-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs

D1.4 create an infographic about a data set, representing the data in appropriate ways, including in relative-frequency tables and stacked-bar graphs, and incorporating any other relevant information that helps to tell a story about the data

D1.6 analyze different sets of data presented in various ways, including in stacked-bar graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions

#### E1. Geometric and Spatial Reasoning

E1.3 draw top, front, and side views of objects, and match drawings with objects

## **GRADE 6**

### **MUSIC**

#### **FUNDAMENTAL CONCEPTS FOR GRADE 5**

dynamics and other expressive controls: those encountered in repertoire (e.g., very soft [pianissimo – pp], very loud [fortissimo – ff],

#### **OVERALL EXPECTATION(S)**

C2. Reflecting, Responding, and Analyzing: 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;

#### **SPECIFIC EXPECTATION(S)**

C2.1 express detailed personal responses to musical performances in a variety of ways (e.g., write a critical review of a live or recorded performance; write analyses of works they have listened to in a log or journal; create a drawing or graphic representation of their initial reaction to a song)

### **VISUAL ARTS**

#### **FUNDAMENTAL CONCEPTS FOR GRADE 5**

D2. Reflecting, Responding, and Analyzing: 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;

D2.2 explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding

### **MATHEMATICS**

#### **C1. Patterns and Relationships**

##### **Patterns**

C1.1 identify and describe repeating, growing, and shrinking patterns, including patterns found in real-life contexts, and specify which growing patterns are linear

C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating, growing, and shrinking patterns, and use algebraic representations of the pattern rules to solve for unknown values in linear growing patterns

## D1. Data Literacy

### Data Collection and Organization

D1.1 describe the difference between discrete and continuous data, and provide examples of each

D1.2 collect qualitative data and discrete and continuous quantitative data to answer questions of interest about a population, and organize the sets of data as appropriate, including using intervals

### Data Visualization

D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables, histograms, and broken-line graphs, and incorporating any other relevant information that helps to tell a story about the data

## **GRADE 7**

### **MUSIC**

#### FUNDAMENTAL CONCEPTS FOR GRADE 7

dynamics and other expressive controls: articulation and expression marks encountered in the repertoire they perform (e.g., marcato, maestoso) • timbre: tone colour of complex ensemble

#### OVERALL EXPECTATION(S)

C2. Reflecting, Responding, and Analyzing: 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;

#### SPECIFIC EXPECTATION(S)

C2.1 express analytical, personal responses to musical performances in a variety of ways (e.g., represent musical scenes in Pictures at an Exhibition through art work or dramatization; record detailed analyses of music they have listened to in a log or reflection journal to explain why they enjoy it and how the elements of music are used)

### **VISUAL ARTS**

#### OVERALL EXPECTATION(S)

C2. Reflecting, Responding, and Analyzing: 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;

#### SPECIFIC EXPECTATION(S)

D2.2 explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding

### **MATHEMATICS**

#### C1. Patterns and Relationships

##### Patterns

CI.1 identify and compare a variety of repeating, growing, and shrinking patterns, including patterns found in real-life contexts, and compare linear growing patterns on the basis of their constant rates and initial values

#### Data Visualization

D1.3 select from among a variety of graphs, including circle graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs

D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables and circle graphs, and incorporating any other relevant information that helps to tell a story about the data

#### E1. Geometric and Spatial Reasoning

E1.2 draw top, front, and side views, as well as perspective views, of objects and physical spaces, using appropriate scale

## **GRADE 8**

### **MUSIC**

#### FUNDAMENTAL CONCEPTS FOR GRADE 8

dynamics and other expressive controls: all intensity levels; changes in levels

#### OVERALL EXPECTATION(S)

C2. Reflecting, Responding, and Analyzing: 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;

#### SPECIFIC EXPECTATION(S)

C2.1 express analytical, personal responses to musical performances in a variety of ways (e.g., represent musical scenes in Pictures at an Exhibition through art work or dramatization; record detailed analyses of music they have listened to in a log or reflection journal to explain why they enjoy it and how the elements of music are used)

### **VISUAL ARTS**

#### OVERALL EXPECTATION(S)

D2. Reflecting, Responding, and Analyzing: 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;

#### SPECIFIC EXPECTATION(S)

D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey

### **MATHEMATICS**

C1. Patterns and Relationships  
Patterns



CI.1 identify and compare a variety of repeating, growing, and shrinking patterns, including patterns found in real-life contexts, and compare linear growing and shrinking patterns on the basis of their constant rates and initial values

## DI. Data Literacy

### Data Visualization

DI.3 select from among a variety of graphs, including scatter plots, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs

DI.4 create an infographic about a data set, representing the data in appropriate ways, including in tables and scatter plots, and incorporating any other relevant information that helps to tell a story about the data

## EI. Geometric and Spatial Reasoning

### Geometric Reasoning

EI.1 identify geometric properties of tessellating shapes and identify the transformations that occur in the tessellations