



Gallery Tour
CURRICULUM CONNECTIONS
KINDERGARTEN

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Cultural/Historical	CHK.2 : Recognize a wide variety of arts expressions as creations of First Nations and Métis peoples.	b, c, d
English Language Arts	Comprehend and Respond	CRK.1 : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity community and social responsibility.	a, e

GRADE 1

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Creative/Productive	CP1.7 : Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work.	a, d
	Cultural/Historical	CH1.2 : Identify traditional arts expressions of First Nations and Métis artists.	a, d, g, i
English Language Arts	Comprehend and Respond	CR1.2 : View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).	a, h



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GRADE 2

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Critical/Responsive	CR2.1 : Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities.	a, b, f
	Cultural/Historical	CH2.1 : Identify key features of arts and cultural traditions in own community.	b, c, d, f, g
		CH2.2 : Describe key features of traditional arts expressions of Saskatchewan First Nations and Métis artists.	a, b
English Language Arts	Comprehend and Respond	CR2.1 : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and make connections to prior learning and experiences.	a, b



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GRADE 3

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Critical/Responsive	CR3.2 : Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.	b, c, e
	Cultural/Historical	CH3.1 : Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural).	a, c, d
		CH3.2 : Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions.	b, d, e, f
English Language Arts	Comprehend and Respond	CR3.1 : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and make comparison with personal experiences.	a



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GRADE 4

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Critical/Responsive	CR4.1 : Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives.	a, b
		CR4.2 : Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.	a, b
	Cultural/Historical	CH4.2 : Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.	a, b, c
Social Studies	Dynamic Relationships	DR4.2 : Explain the relationship of First Nations and Métis peoples with the land.	c

GRADE 5

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Cultural/Historical	CH5.2 : Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.	b, c, d
		CH5.3 : Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.	a, b, c
English Language Arts	Comprehend and Respond	CR5.1 : Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address identity, community, and social responsibility.	a
		CR5.2 : View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.	g



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 GRADE 6

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Critical/Responsive	CR6.2 : Investigate and identify ways that the arts can express ideas about identity.	a
		CR6.3 : Examine arts expressions and artists of various times and places.	b, e, f
	Cultural/Historical	CH6.1 : Investigate how personal, cultural, or regional identity may be reflected in arts expressions.	b
		CH6.2 : Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.	a, b, c, d
English Language Arts	Comprehend and Respond	CR6.1 : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a, e
		CR6.4 : View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).	a, b, d
Social Studies	Interactions and Interdependence	IN6.1 : Evaluate and represent personal beliefs and values by determining how culture and place influence them.	c



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 GRADE 7

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Critical/Responsive	CR7.1 : Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.	a
		CR7.2 : Investigate and identify ways that the arts can communicate a sense of place.	b
		CR7.3 : Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.	a, c
	Cultural/Historical	CH7.1 : Investigate how artists' relationship to place may be reflected in their work.	a, b
CH7.2 : Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments).		a, b, c, d	
English Language Arts	Comprehend and Respond	CR7.1 : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a, c



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 GRADE 8

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Critical/Responsive	CR8.2 : Investigate and identify ways that today's arts expressions often reflect concern for social issues.	b, c
		CR8.3 : Investigate and identify how arts expressions can reflect diverse worldviews.	b, d
	Cultural/Historical	CH8.2 : Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.	a, c
English Language Arts	Comprehend and Respond	CR8.1 : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a
Social Studies	Interactions and Interdependence	IN8.1 : Investigate the meaning of culture and the origins of Canadian cultural diversity.	c
	Dynamic Relationships	DR8.1 : Develop an understanding of the significance of land on the evolution of Canadian identity.	a



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GRADE 9

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Critical/Responsive	CR9.2 : Investigate and identify ways that today's arts expressions can inspire change.	a, c, d
	Cultural/Historical	CH9.2 : Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.	a
		CH9.3 : Investigate diversity of artistic ideas, styles, and media in contemporary arts expressions.	b, c, d, e
English Language Arts	Comprehend and Respond	CR9.1a : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a, h, i, n
		CR9.4a : View and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose.	a, b, c, e, f



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CURRICULUM CONNECTIONS
 GRADE 10 / LEVEL 10

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education 10, 20, 30 (2021)	Cultural/Historical	CH10.1 : Investigate how the arts can challenge, reinforce or draw attention to ideas, values and/or beliefs.	c, d
		CH10.3 : Analyze how the arts can express identity and culture, past and present.	a, b
	Critical/Responsive	CR10.2 : Research artists who create work in response to the natural world.	a, b
English Language Arts 10	A10 Comprehend and Respond	CR A10.1 : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address, social, and social action (agency).	a, h
	B10 Comprehend and Respond	CR B10.1 : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and social action (agency).	a, c, e, g
		CR B10.2 : View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.	a
Visual Art 10, 20, 30	Critical/Responsive	CR10.2 : Examine how design and compositional strategies are used by Saskatchewan artists, including First Nations and Métis artists, to convey ideas.	d
		CR10.3 : Respond critically to art works of professional artists, including Indigenous artists, to explore intent.	a
	Cultural/Historical	CH10.1 : Investigate Saskatchewan art works that convey perspectives about topics related to treaties and/or building of relationships, including newcomer experiences.	a, d, e



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CURRICULUM CONNECTIONS
GRADE 11 / LEVEL 20

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education 10, 20, 30 (2021)	Critical/Responsive	CR20.2 : Examine how artists use arts to raise awareness about place and sustainability (e.g., social, economic, environmental).	a, b, c
English Language Arts 20	Comprehend and Respond	CR 20.1 : View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address identity, social responsibility, and social action.	b
Studio Art 20, 30	Critical/Responsive	CR20.1 : Examine and critically respond, orally and in writing, to the work of professional artists utilizing a range of art criticism models.	a
	Cultural/Historical	CH20.1 : Assess how knowledge is produced and shared in various ways through a range of art forms including those produced by First Nations and Métis artists.	a
Visual Art 10, 20, 30	Critical/Responsive	CR20.2 : Analyze factors (e.g., inspiration, technology, culture, environment, events, government policies) that influence art-making practices around the world, past and present.	a, b, f, g, h



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CURRICULUM CONNECTIONS
 GRADE 12 / LEVEL 30

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education 10, 20, 30 (2021)	Critical/Responsive	CR30.1 : Investigate how the arts engage people holistically, including physically, spiritually, intellectually and emotionally.	d
		CR30.2 : Investigate contemporary arts practices as a response to place and time.	b
Native Studies 30: Canadian Studies	Unit One: Aboriginal and Treaty Rights	Influences of worldview on daily life – Pg. 108	Students will comprehend that there are diverse expressions of Aboriginal worldviews, appreciate the diverse and common elements of Aboriginal worldviews, and appreciate that worldview consists of a peoples' perspective on the land, self and relationships.
Studio Art 20, 30	Critical/Responsive	CR30.1 : Utilize creative and systematic investigations to critically analyze, interpret and respond to professional art, orally and in writing, across formats, styles, cultures and time periods.	c, e, f
Visual Art 10, 20, 30	Critical/Responsive	CR30.2 : Critically respond to art work by Canadian artists whose subject matter is related to resistance and/or resilience.	b, c
	Cultural/Historical	CH30.1 : Investigate how visual art in Canada can support and build relationships and deepen understanding that we are all treaty people.	d, g, h