

Learning Outcomes for Grade 4

English Language Arts

Oral Language (Speaking and Listening)

It is expected that students will:

A1 • use speaking and listening to interact with others for the purposes of – contributing to a class goal sharing ideas and opinions, improving and deepening comprehension, solving problems, and completing tasks

A2 • use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by staying on topic in a focussed discussion, recounting experiences in a logical order, using an effective introduction and conclusion, using details or examples to enhance meaning and explaining and supporting a viewpoint

A3 • listen purposefully to understand ideas and information, by summarizing main ideas and supporting details, generating questions, visualizing and sharing, identifying opinions or viewpoints and ignoring distractions

Strategies (Oral Language)

A4 • select and use strategies when interacting with others, including accessing prior knowledge making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener and paraphrasing to clarify meaning

A5 • select and use strategies when expressing and presenting ideas, information, and feelings, including, setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practising delivery, and self-monitoring and self-correcting in response to feedback

A6 • select and use strategies when listening to make and clarify meaning, including, accessing prior knowledge, making predictions about content before listening, focussing on the speaker, listening for specifics, generating questions, recalling, summarizing, and synthesizing, visualizing and monitoring comprehension

Thinking (Oral Language)

A7 • demonstrate enhanced vocabulary knowledge and usage

A8 • use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts

A9 • use speaking and listening to improve and extend thinking, by acquiring new ideas, making connections and asking questions, comparing and analysing ideas, developing explanations, considering alternative viewpoints and investigating problems and creating solutions

A10 • reflect on and assess their speaking and listening, by referring to class-generated criteria, reflecting on and discussing peer and adult feedback, setting goals and creating a plan for improvement and taking steps toward achieving goals

Features (Oral Language)

A11 • use the features of oral language to convey and derive meaning, including text structure, a variety of sentence lengths, structures, and types, smooth transitions, syntax (i.e., grammar and usage), enunciation, nonverbal communication and receptive listening posture

A12 • recognize the structures and patterns of language in oral texts, including sound devices, root words, word families, structural sequencing cues and idiomatic expressions

Purposes (Reading and Viewing)	
B1	<ul style="list-style-type: none"> • read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including stories from various Aboriginal and other cultures, stories from a variety of genres (e.g., folktales, legends, autobiography, historical fiction) and poems that make obvious use of literary devices
B2	<ul style="list-style-type: none"> • read fluently and demonstrate comprehension of grade-appropriate information texts, such as non-fiction books, textbooks and other instructional materials, materials that contain diagrams, charts, illustrations, or graphs, reports and articles from newspapers and children’s magazines, reference material, web sites designed for children and instructions and procedures
B3	<ul style="list-style-type: none"> • read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension
B4	<ul style="list-style-type: none"> • view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)
Strategies (Reading and Viewing)	
B5	<ul style="list-style-type: none"> • select and use strategies before reading and viewing to develop understanding of text, including setting a purpose and constructing personal goals, accessing prior knowledge to make connections, making predictions, asking questions and previewing texts
B6	<ul style="list-style-type: none"> • select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> – predicting – making connections – visualizing – asking and answering questions – making inferences and drawing conclusions – using ‘text features’ – self-monitoring and self-correcting – figuring out unknown words – reading selectively – determining the importance of ideas/events – visually representing texts – summarizing and synthesizing
B7	<ul style="list-style-type: none"> • select and use strategies after reading and viewing to confirm and extend meaning, including self-monitoring and self-correcting, generating and responding to questions, making inferences and drawing conclusions, reflecting and responding, visualizing, using ‘text features’ to locate information, using graphic organizers to record information, summarizing and synthesizing
Thinking (Reading and Viewing)	
B8	<ul style="list-style-type: none"> • respond to selections they read or view, by expressing an opinion with supporting evidence, explaining connections (text-to-self, text-to-text, text-to-world), discussing and giving reasons for their choice of favourite texts
B9	<ul style="list-style-type: none"> • read and view to improve and extend thinking, by predicting and explaining, visualizing, distinguishing between fact and opinion, analysing texts to consider alternatives, drawing conclusions, recognizing alternative viewpoints and summarizing and synthesizing
B10	<ul style="list-style-type: none"> • reflect on and assess their reading and viewing, by referring to class-generated criteria, setting goals and creating a plan for improvement and taking steps toward achieving goals

Features (Reading and Viewing)	
B11	<ul style="list-style-type: none"> explain how structures and features of text work to develop meaning, including – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars) – literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion) – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) – literary devices (e.g., imagery, sensory detail, simile, metaphor) – idiomatic expressions
Purposes (Writing and Representing)	
C1	<ul style="list-style-type: none"> write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring <ul style="list-style-type: none"> clearly developed ideas using effective supporting details and explanations sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity experimentation with word choice by using new, different, more precise and powerful words an authentic voice demonstrating a developing writing style an organization that is meaningful, logical, and effective, and showcases a central idea or theme
C2	<ul style="list-style-type: none"> write a variety of clear informational writing for a range of purposes and audiences, featuring <ul style="list-style-type: none"> clearly developed ideas by using clear, focussed, useful, and interesting details and explanations sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity word choice by using some new and precise words including content-specific vocabulary a voice demonstrating an appreciation of, interest in, and knowledge of the topic an organization that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense
C3	<ul style="list-style-type: none"> write a variety of imaginative writing modelled from literature, featuring <ul style="list-style-type: none"> well-developed ideas through the use of supporting details, especially interesting sensory detail sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity effective word choice by experimenting with new, more powerful and varied words, especially descriptive words a voice demonstrating some sense of individuality an organization that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending
C4	<ul style="list-style-type: none"> create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring, development of ideas through clear, focussed, and useful details, connections to personal feelings, experiences, opinions, and information, an expressive voice and an organization in which key ideas are evident
Strategies (Writing and Representing)	
C5	<ul style="list-style-type: none"> select and use strategies before writing and representing, including, setting a purpose, identifying an audience, selecting a genre and form from samples provided, developing class-generated criteria based on analysis of the form of writing or representing, generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
C6	<ul style="list-style-type: none"> select and use strategies during writing and representing to express and refine thoughts, including, referring to class-generated criteria, examining models of literature, combining multiple sources of information, consulting reference material, considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency and ongoing revising and editing
C7	<ul style="list-style-type: none"> select and use strategies after writing and representing to improve their work, including checking their work against established criteria, reading aloud and listening for fluency, revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) and editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)

Thinking (Writing and Representing)	
C8	<ul style="list-style-type: none"> • use writing and representing to express personal responses and relevant opinions in response to experiences and texts
C9	<ul style="list-style-type: none"> • use writing and representing to extend thinking, by developing explanations, expressing alternative viewpoints and creating new understandings
C10	<ul style="list-style-type: none"> • reflect on and assess their writing and representing, by referring to class-generated criteria, setting goals and creating a plan for improvement and taking steps toward achieving goals
Features (Writing and Representing)	
C11	<ul style="list-style-type: none"> • use the features and conventions of language to express meaning in their writing and representing, including <ul style="list-style-type: none"> – complete simple and compound sentences – paragraphs to show the beginning of new ideas – correct noun-pronoun agreement – past, present, and future tenses – capitalization to designate organizations and to indicate beginning of quotations – commas after introductory words in sentences and when citing addresses – capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue) – spelling multi-syllable words by applying phonic knowledge and skills and visual memory – conventional Canadian spelling for familiar and frequently used words – spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus) – legible writing that demonstrates awareness of alignment, shape, and slant – spacing words and sentences consistently on a line and page
Mathematics	
Number	
A1	<ul style="list-style-type: none"> • represent and describe whole numbers to 10 000, pictorially and symbolically
A2	<ul style="list-style-type: none"> • compare and order numbers to 10 000
A3	<ul style="list-style-type: none"> • demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by using personal strategies for adding and subtracting, estimating sums and differences and solving problems involving addition and subtraction
A4	<ul style="list-style-type: none"> • explain the properties of 0 and 1 for multiplication, and the property of 1 for division
A5	<ul style="list-style-type: none"> • describe and apply mental mathematics strategies, such as skip counting from a known fact, using doubling or halving, using doubling or halving and adding or subtracting one more group, using patterns in the 9s facts, using repeated doubling to determine basic multiplication facts to $9=9$ and related division facts
A6	<ul style="list-style-type: none"> • demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by using personal strategies for multiplication with and without concrete materials, using arrays to represent multiplication, connecting concrete representations to symbolic representations and estimating products
A7	<ul style="list-style-type: none"> • demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by using personal strategies for dividing with and without concrete materials, estimating quotients and relating division to multiplication
A8	<ul style="list-style-type: none"> • demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial

	representations to name and record fractions for the parts of a whole or a set, compare and order fractions, model and explain that for different wholes, two identical fractions may not represent the same quantity and provide examples of where fractions are used
A9	<ul style="list-style-type: none"> describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically
A10	<ul style="list-style-type: none"> relate decimals to fractions (to hundredths)
A11	<ul style="list-style-type: none"> demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by using compatible numbers, estimating sums and differences, using mental math strategies to solve problems
PATTERNS AND RELATIONS	
Patterns	
B1	<ul style="list-style-type: none"> identify and describe patterns found in tables and charts, including a multiplication chart
B2	<ul style="list-style-type: none"> reproduce a pattern shown in a table or chart using concrete materials
B3	<ul style="list-style-type: none"> represent and describe patterns and relationships using charts and tables to solve problems
B4	<ul style="list-style-type: none"> identify and explain mathematical relationships using charts and diagrams to solve problems
Variables and Equations	
B5	<ul style="list-style-type: none"> express a given problem as an equation in which a symbol is used to represent an unknown number
B6	<ul style="list-style-type: none"> solve one-step equations involving a symbol to represent an unknown number
SHAPE AND SPACE	
Measurement	
C1	<ul style="list-style-type: none"> read and record time using digital and analog clocks, including 24-hour clocks
C2	<ul style="list-style-type: none"> read and record calendar dates in a variety of formats
C3	<ul style="list-style-type: none"> demonstrate an understanding of area of regular and irregular 2-D shapes by recognizing that area is measured in square units, selecting and justifying referents for the units cm^2 or m^2, estimating area by using referents for cm^2 or m^2, determining and recording area (cm^2 or m^2), constructing different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area
3-D Objects and 2-D Shapes	
C4	<ul style="list-style-type: none"> describe and construct rectangular and triangular prisms
Transformations	
C5	<ul style="list-style-type: none"> demonstrate an understanding of line symmetry by identifying symmetrical 2-D shapes, creating symmetrical 2-D shapes, drawing one or more lines of symmetry in a 2-D shape
STATISTICS AND PROBABILITY	
Data Analysis	
D1	<ul style="list-style-type: none"> demonstrate an understanding of many-to-one correspondence
D2	<ul style="list-style-type: none"> construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions

	Science
	Processes and Skills of Science
1	It is expected that students will:
2	<ul style="list-style-type: none"> • make predictions, supported by reasons and relevant to the content
3	<ul style="list-style-type: none"> • use data from investigations to recognize patterns and relationships and reach conclusions
	Life Science: Habitats and Communities
	It is expected that students will:
4	<ul style="list-style-type: none"> • compare the structures and behaviours of local animals and plants in different habitats and communities
5	<ul style="list-style-type: none"> • analyse simple food chains
6	<ul style="list-style-type: none"> • demonstrate awareness of the Aboriginal concept of respect for the environment
7	<ul style="list-style-type: none"> • determine how personal choices and actions have environmental consequences
	Physical Science: Sound and Light
	It is expected that students will:
8	<ul style="list-style-type: none"> • identify sources of light and sound
9	<ul style="list-style-type: none"> • explain properties of light (e.g., travels in a straight path, can be reflected)
10	<ul style="list-style-type: none"> • explain properties of sound (e.g., travels in waves, travels in all directions)
	Earth and Space Science: Weather
	It is expected that students will:
11	<ul style="list-style-type: none"> • measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
12	<ul style="list-style-type: none"> • analyse impacts of weather on living and non-living things
	Social Studies
	SKILLS AND PROCESSES OF SOCIAL STUDIES
	It is expected that students will:
A1	<ul style="list-style-type: none"> • apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues
A2	<ul style="list-style-type: none"> • use maps and timelines to gather and represent information
A3	<ul style="list-style-type: none"> • gather information from a variety of sources
A4	<ul style="list-style-type: none"> • identify alternative perspectives on a selected event or issue
A5	<ul style="list-style-type: none"> • create a presentation on a selected historical event or topic
A6	<ul style="list-style-type: none"> • formulate strategies to address problems or issues
	IDENTITY, SOCIETY, AND CULTURE
	It is expected that students will:
B1	<ul style="list-style-type: none"> • distinguish characteristics of various Aboriginal cultures in BC and Canada

B2	<ul style="list-style-type: none"> demonstrate knowledge of early European exploration of BC and Canada
B3	<ul style="list-style-type: none"> identify effects of early contact between Aboriginal societies and European explorers and settlers
GOVERNANCE	
It is expected that students will:	
C1	<ul style="list-style-type: none"> compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada
C2	<ul style="list-style-type: none"> identify the impact of Canadian governance on Aboriginal people's rights
ECONOMY AND TECHNOLOGY	
It is expected that students will:	
D1	<ul style="list-style-type: none"> compare bartering and monetary systems of exchange
D2	<ul style="list-style-type: none"> describe technologies used by Aboriginal people in BC and Canada
D3	<ul style="list-style-type: none"> analyse factors that influenced early European exploration of North America
D4	<ul style="list-style-type: none"> describe technologies used in exploration, including transportation, navigation, and food preservation
D5	<ul style="list-style-type: none"> describe economic and technological exchanges between explorers and Aboriginal people
HUMAN AND PHYSICAL ENVIRONMENT	
It is expected that students will:	
E1	<ul style="list-style-type: none"> use maps and globes to locate the world's hemispheres, the world's continents and oceans and Aboriginal groups studied
E2	<ul style="list-style-type: none"> identify the significance of selected place names in BC and Canada
E3	<ul style="list-style-type: none"> describe Aboriginal peoples' relationship with the land and natural resources
Health and Career Education	
Goals and Decisions	
It is expected that students will:	
A1	<ul style="list-style-type: none"> identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)
Career Development	
It is expected that students will:	
B1	<ul style="list-style-type: none"> create an inventory of their own attributes, including skills, interests, and accomplishments
B2	<ul style="list-style-type: none"> demonstrate an understanding of the importance of developing effective work habits
Health	
Healthy Living	
It is expected that students will:	
C1	<ul style="list-style-type: none"> describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)

C2	<ul style="list-style-type: none"> describe choices they can make for healthy eating, based on Canada's Food Guide to Healthy Eating
C3	<ul style="list-style-type: none"> describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)
C4	<ul style="list-style-type: none"> differentiate between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be "caught" from someone with the disease)
Healthy Relationships	
It is expected that students will:	
C5	<ul style="list-style-type: none"> describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)
C6	<ul style="list-style-type: none"> demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)
Safety and Injury Prevention	
It is expected that students will:	
C7	<ul style="list-style-type: none"> identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)
C8	<ul style="list-style-type: none"> identify strategies for avoiding abusive or potentially abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)
C9	<ul style="list-style-type: none"> describe the potential risks for injury in a variety of settings, including on the road
Substance Misuse Prevention	
It is expected that students will:	
C10	<ul style="list-style-type: none"> describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)
C11	<ul style="list-style-type: none"> propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)
Physical Education	
Active Living	
Knowledge	
It is expected that students will:	
A1	<ul style="list-style-type: none"> describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)
A2	<ul style="list-style-type: none"> identify the major muscles of the body that are involved in physical activity
A3	<ul style="list-style-type: none"> demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)
A4	<ul style="list-style-type: none"> describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)

A5	<ul style="list-style-type: none"> identify opportunities for physical activity in a variety of settings
Participation	
It is expected that students will:	
A6	<ul style="list-style-type: none"> participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities
Movement Skills	
It is expected that students will:	
B1	<ul style="list-style-type: none"> adjust speed, force, level, pathway, and direction in relation to people or moving objects
B2	<ul style="list-style-type: none"> demonstrate proper technique to send and receive various objects with control, including but not limited to the following: one-handed catch underhand and overhand, strike a moving object with implement, strike an object with hand, one-handed throw overhand and dribble an object with feet
B3	<ul style="list-style-type: none"> select non-locomotor, locomotor, and manipulative movements to create sequences
Safety, Fair Play, and Leadership	
It is expected that students will:	
C1	<ul style="list-style-type: none"> demonstrate an ability to participate safely in specific physical activities
C2	<ul style="list-style-type: none"> describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting)
C3	<ul style="list-style-type: none"> demonstrate leadership in selected physical activities
Fine Arts	
Dance	
Creating Dance	
It is expected that students will:	
A1	<ul style="list-style-type: none"> move in response to a variety of sounds, music, images, and feelings
A2	<ul style="list-style-type: none"> create movement sequences based on a given choreographic form
A3	<ul style="list-style-type: none"> participate in creative processes — with emphasis on exploring and selecting — to create dance compositions
Elements of Dance	
B1	<ul style="list-style-type: none"> use elements of movement in combination
B2	<ul style="list-style-type: none"> demonstrate the principles of movement — alignment, balance, flexibility, strength, and breathing — in dance
B3	<ul style="list-style-type: none"> describe techniques associated with particular dance styles
B4	<ul style="list-style-type: none"> identify ways in which safety and health-related choices affect dance
Context	
C1	<ul style="list-style-type: none"> compare dances from a variety of cultural and social contexts
C2	<ul style="list-style-type: none"> research dance events and activities in the local community
Presenting and Performing	

D1	<ul style="list-style-type: none"> rehearse dance for presentation
D2	<ul style="list-style-type: none"> demonstrate performance skills appropriate to a given dance situation
D3	<ul style="list-style-type: none"> apply established criteria to analyse their own and others' work
Drama	
Exploring and Creating	
It is expected that students will:	
A1	<ul style="list-style-type: none"> express a variety of ideas and perspectives through drama
A2	<ul style="list-style-type: none"> demonstrate collaboration skills during drama
Drama Forms, Strategies, and Skills	
B1	<ul style="list-style-type: none"> use vocal elements and movement elements appropriate to various roles and situations
B2	<ul style="list-style-type: none"> participate in a variety of drama forms
B3	<ul style="list-style-type: none"> participate safely in drama activities
Context	
C1	<ul style="list-style-type: none"> describe how drama reflects cultural beliefs and attitudes
C2	<ul style="list-style-type: none"> demonstrate an awareness of local drama events and activities
Presenting and Performing	
D1	<ul style="list-style-type: none"> demonstrate commitment while presenting drama work
D2	<ul style="list-style-type: none"> apply established criteria to reflect on their own and others' presentations
Music	
Exploring and Creating	
It is expected that students will:	
A1	<ul style="list-style-type: none"> apply rhythm, melody, and elements of expression through singing and playing of classroom repertoire
A2	<ul style="list-style-type: none"> explain thoughts, images, and feelings derived from a music experience
A3	<ul style="list-style-type: none"> apply elements of rhythm, melody, and expression in composition
Elements and Skills	
B1	<ul style="list-style-type: none"> sing or play rhythmic patterns from standard notation
B2	<ul style="list-style-type: none"> sing or play from aural sources
B3	<ul style="list-style-type: none"> sing or play melodies in unison and in simple textures
B4	<ul style="list-style-type: none"> identify form in melodic and rhythmic structure
B5	<ul style="list-style-type: none"> use standard or invented notation to represent melodic phrases and rhythmic patterns

B6	<ul style="list-style-type: none"> demonstrate appropriate use of classroom instruments
Context	
C1	<ul style="list-style-type: none"> participate in music from a variety of historical, cultural, and social contexts
C2	<ul style="list-style-type: none"> identify music events and activities in the local community
Presenting and Performing	
D1	<ul style="list-style-type: none"> apply skills and attitudes appropriate to a range of music experiences, demonstrating: <ul style="list-style-type: none"> audience engagement performance skills respect for the contributions of others
D2	<ul style="list-style-type: none"> apply established criteria to reflect on their own and others' work
Visual Arts	
Creative Processes	
It is expected that students will:	
A1	<ul style="list-style-type: none"> draft ideas for images using feelings, observation, memory, and imagination
A2	<ul style="list-style-type: none"> create images using a range of image-development strategies, including, serialization, stylization and animation
A3	<ul style="list-style-type: none"> create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects: form, contrast and emphasis
A4	<ul style="list-style-type: none"> use a range of materials, technologies, and processes alone and in combination to create images
A5	<ul style="list-style-type: none"> create 2-D and 3-D images <ul style="list-style-type: none"> that express personal identity that respond to or reflect aspects of art from a variety of historical and cultural contexts to communicate ideas, experiences, and stories to illustrate and decorate
Skills and Strategies	
B1	<ul style="list-style-type: none"> compare and apply various image-development strategies, including animation, serialization and stylization
B2	<ul style="list-style-type: none"> compare and apply various visual elements and principles of design including form, contrast and emphasis
B3	<ul style="list-style-type: none"> analyse and use a variety of materials, technologies, and processes to create images
B4	<ul style="list-style-type: none"> demonstrate safe and environmentally responsible use of materials, technologies, and processes
Context	
C1	<ul style="list-style-type: none"> describe a variety of reasons why people make and use visual arts
C2	<ul style="list-style-type: none"> identify distinctive styles of visual images from various historical, cultural, and social contexts
C3	<ul style="list-style-type: none"> demonstrate an awareness that there are ethical considerations involved in copying and appropriating images

C4	<ul style="list-style-type: none">• demonstrate an awareness that there are various types of artists in the community
Exhibition and Response	
D1	<ul style="list-style-type: none">• describe their response to 2-D and 3-D images<ul style="list-style-type: none">– created to communicate ideas, experiences, and stories– created to illustrate and decorate– that show particular visual elements, principles of design, or image-development strategies
D2	<ul style="list-style-type: none">• interpret reasons for preferences in artworks
D3	<ul style="list-style-type: none">• demonstrate the ability to work co-operatively to develop a group display