
Sample Checklist for Supporting Career Development

The following checklist provides a sample correlation of Blueprint Level One (K-5) competencies and K-5 Arts Education learning objectives at various stages. These Blueprint stages include Acquisition (Stage I), Application (Stage II), Personalization (Stage III), and Actualization (Stage IV). As many of the career development competencies also develop aspects of the Common Essential Learnings, these connections are also shown below. Teachers are encouraged to find ways to incorporate career development competencies into their arts education lessons.

Personal Management

Do I provide opportunities for students to:

- ___ 1.1 Build a positive self-image while discovering its influence on self and others (also develops the C.E.L. of PSD).
 - Dance. Be aware that taking care of the body is important for dancing (stage I).
 - Drama. Sustain roles in dramatic situations and accept/respond to others in role (stage II).
 - Music. Talk about where one's own ideas come from (stage I).
 - Visual Art. Expand on visual art ideas in journals (stage III).

- ___ 2.1 Develop abilities for building positive relationships in one's life (also develops PSD).
 - Dance. Compare differing expressions in dances viewed including own and peers' dance creations (stage III).
 - Drama. Willingly work with others in dramatic contexts (stage II).
 - Music. Realize that everyone does not respond the same way to a piece of music (stage I).
 - Visual Art. Begin to understand that many different cultural groups contribute to Canada's artistic make-up (stage I).

- ___ 3.1 Discover that change and growth are part of life (also develops CCT and IL).
 - Dance. Explore various ways that people can respond to a dance presentation (thoughts, feelings, associations) (stage II).
 - Drama. Accept "surprises" in the drama and be willing to incorporate new information into unfolding episodes of the contextual drama (stage III).
 - Music. Understand that music changes along with changes in society (stage I).
 - Visual Art. Know that from earliest time, human beings have changed the natural environment (stage I).

Learning and Work Exploration

Do I provide opportunities for students to:

- ___ 4.1 Discover lifelong learning and its contributions to one's life and work (also develops IL).
 - Dance. View dances of Saskatchewan and other Canadian dance artists, including First Nation and Métis dance artists (stage I).
 - Drama. Recognize different ways that dramatic presentations can have an effect on people (stage III).
 - Music. Begin to understand that their music compositions express unique ideas and possess expressive qualities (stage III).
 - Visual Art. Become aware of the variety of art works throughout the world and in different eras (stage I).

- ___ 5.1 Discover and understand life/work information (also develops C, CCT, and IL).
 - Dance. Know that libraries, dance companies, concert program notes, and the Internet are sources of information about dancers, choreographers, and their dances (stage I).
 - Drama. Develop an awareness of the purposes of dramatic presentations in home, school, and community settings (stage I).
 - Music. Show interest in knowing more about a piece of music and the musician or composer (stage II).
 - Visual Art. View contemporary and historical art works (stage I).

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- ___ 6.1 Discover how work contributes to individuals and to the community (also develops TL).
- Dance. Locate and discuss the dance and dance events found in own and surrounding communities (stage III).
 - Drama. Become familiar with why people become involved with dramatic presentations in own community (stage I).
 - Music. Become aware of the diverse range of music in Saskatchewan and Canada, including that of First Nation and Métis artists (stage I).
 - Visual Art. Explore the role of artists and functions of art in own communities (stage III).

Life/Work Building

Do I provide opportunities for students to:

- ___ 7.1 Explore effective work strategies (also develops CCT).
- Dance. Reflect on the ways that people in their own and surrounding communities participate in dance and discuss why they do so (stage I).
 - Drama. Become aware that there are dramatic artists, including First Nation and Métis artists, working in communities throughout Saskatchewan and Canada (stage I).
 - Music. Begin to understand that reflection is an important part of the musician's artistic process (stage III).
 - Visual Art. Expand their skills and abilities in using various art tools and materials (stage II).
- ___ 8.1 Explore and improve decision making (also develops CCT).
- Dance. Begin to seek a variety of solutions in movement explorations (improvisation) (stage II).
 - Drama. Recognize the need to choose specific alternatives in order to further the drama's development in a satisfactory way (stage I).
 - Music. Continue to make decisions (individual/group/class) about how sounds or instruments will be used in creating a music expression (e.g., order, dynamics, patterns) (stage III).
 - Visual Art. Think and talk about basic decisions made in creating art works (stage III).
- ___ 9.1 Explore and understand the interrelationship of life roles (also develops PSD).
- Dance. Understand that dance tells something about the society in which it is created (stage I).
 - Drama. Understand that actors in dramatic presentations represent characters with various traits, problems, and experiences (stage I).
 - Music. Begin to understand that music tells something about the society in which it is created (stage I).
 - Visual Art. Gain understanding of the traditional and contemporary visual art of a diverse range of cultures (stage I).
- ___ 10.1 Discover the nature of life/work roles (also develops CCT).
- Dance. Become aware of the role and influence of dance in own daily lives, including mass media and popular culture (stage III).
 - Drama. Discuss their dramas in relation to own lives, cultures, and society (stage III).
 - Music. Explore the contributions of musicians and composers of various eras, locales, and cultures (stage I).
 - Visual Art. Know that people in their community participate in visual art in a variety of ways (stage I).
- ___ 11.1 Explore the underlying concepts of life/work building process (also develops IL and CCT).
- Dance. Understand that they are communicating meaning through own dance compositions (stage III).
 - Drama. Begin to make connections between dramas and own lives in the community (stage III).
 - Music. Understand that music expressions are created for a variety of reasons (stage I).
 - Visual Art. Become increasingly aware of the vast amount of visual information in the environment and daily life (stage III).