



# Kindergarten Ontario Curriculum Tracking Template – KG P&SOCIAL

17. identify people who work in the community, and talk about what they do (e.g., farmer, park ranger, police officer, nurse, Aboriginal healer, store clerk, engineer, baker) [F]
18. recognize special places and buildings within their community, both natural and human-made, and talk about their functions (e.g., farm, church, hospital, mosque, sweat lodge, arena, mine, cave) [F]
19. develop an awareness of ways in which people adapt to the places in which they live (e.g., children in cities may live in high-rise buildings and use sidewalks and the subway; children in the country may take the bus to school) [F]
20. demonstrate an awareness of different kinds of weather and ways in which people adapt to the weather (e.g., wearing sunscreen, wearing hats and boots, using an umbrella, flying kites, taking part in winter and summer sports) [F]
- \* The letter following each specific expectation clarifies which overall expectation it is related to.


# Kindergarten Ontario Curriculum Tracking Template – KG language

## Kindergarten - Language

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
<b>LANGUAGE</b>				
<b>OVERALL EXPECTATIONS</b>				
<b>By the end of Kindergarten, children will:</b>				
A. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;				
B. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;				
C. use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials;				
D. communicate in writing, using strategies that are appropriate for beginners;				
E. demonstrate a beginning understanding and critical awareness of media texts.				
<b>SPECIFIC EXPECTATIONS</b>				
<b>Oral Communication</b>				
<b>As children progress through the Kindergarten years, they:</b>				
1. explore sounds, rhythms, and language structures with guidance and on their own (e.g., generate rhymes, including nonsense words; identify syllables through actions, such as clapping; manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays) [A]*				
2. listen and respond to others for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing activities; while solving a class math problem; in imaginary or exploratory play; at the learning centres; while engaged in games and outdoor play; while making scientific observations of creatures outdoors) [A]				
3. follow one- and two-step directions in different contexts (e.g., in classroom routines; music, drama, and dance activities; outdoor play; learning centres; large-group activities) [A]				
4. use language in various contexts to connect new experiences with what they already know (e.g., contribute ideas orally during shared or interactive writing; contribute to conversations at learning centres; respond to teacher prompts) [A] Student Talk: "I made a sandcastle like this at the beach." "I built a snowman with my brother like the one in the story."				
5. use language to talk about their thinking, to reflect, and to solve problems [A]				
6. use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or equipment they are using) [A] Student Talk: At the block centre: "We put a roof on our house." At the water centre: "I poured the water in the funnel." After listening to a book being read about farming and then creating a farm with blocks: "My silo doesn't have any grain in it yet."				
7. ask questions for a variety of purposes (e.g., for direction, for assistance, for obtaining information, for clarification, for help in understanding something) and in different contexts (e.g., during discussions and conversations with peers and adults; before, during, and after read-aloud activities and shared reading; while making observations on a class walk; in small groups at learning centres) [A]				
8. begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal directions from the teacher; vary tone of voice when dramatizing; name feelings that are expressed in facial expressions in photos or illustrations; recognize when someone is upset) [A]				
9. describe personal experiences, using vocabulary and details appropriate to the situation [A]				
10. orally retell simple events and simple familiar stories in proper sequence [A]				
11. demonstrate awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words (e.g., identify or predict rhyming words; clap syllables in words; replace or delete the initial sounds in a word in songs, poems, chants, name games) [A,C]				
<b>Reading</b>				
<b>As children progress through the Kindergarten years, they:</b>				
12. demonstrate an interest in reading (e.g., expect to find meaning in pictures and text, choose to look at reading materials, respond to texts read by the teacher, reread familiar text, confidently make attempts at reading) [B, C]				
13. identify personal preferences in reading materials (e.g., choose fiction and non-fiction books, magazines, posters, computerized interactive texts that they enjoy) in different contexts (e.g., teacher read-alouds, shared experiences in reading books, independent reading time) [B,C]				

# Kindergarten Ontario Curriculum Tracking Template – KG language

14. respond to a variety of materials read aloud to them (e.g., participate in oral discussions after reading; ask questions to clarify understanding; dramatize familiar stories at the retelling or drama centre; paint, draw, or construct models of characters or settings) [B,C]			
15. use illustrations to support comprehension of texts that are read by and with the teacher (e.g., initially: use the information in the pictures in a storybook as they tell the story; eventually: use pictures to support predictions and to confirm the meaning of a word) [B, C]			
16. use prior knowledge to make connections (e.g., to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the teacher [B,C]			
17. make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (e.g., use the cover pictures and/or title to determine the topic and/or text form) [B,C]			
18. retell stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props (e.g., use props such as finger puppets or flannel-board characters; use plastic models at the sand table to tell the story of the Gingerbread Man) [B,C]			
19. retell information from non-fiction materials that have been read by and with the teacher in a variety of contexts (e.g., read-alouds, shared reading experiences), using pictures and/or props [B, C]			
20. demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., hold the book the right way up; start at the beginning of the book; turn the pages in the correct order; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages; follow the print with a pointer for the class as a story is read aloud during shared reading) [B,C]			
21. demonstrate knowledge of most letters of the alphabet in different contexts (e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels at learning centres, in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter) [B,C]			
22. begin to use reading strategies to make sense of unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships; initially: tell a story using the pictures, recognize some familiar names or words; eventually: read patterned and simple texts <sup>2</sup> ) [C]			
2. Examples of patterned and simple texts are: Reading Recovery: patterned text, levels 2, 3; simple text, levels 3, 4, 5, 6; Fountas and Pinnell: patterned text, levels B, C; simple text, levels C, D; PM Benchmark: patterned text, levels 2, 3; simple text, levels 3, 4, 5, 6; DRA: patterned text, levels 2, 3; simple text, level 4; Alphakids: patterned text, levels 2, 3; simple text, levels 3, 4, 5, 6.			

**Writing**

**As children progress through the Kindergarten years, they:**

23. demonstrate interest in writing (e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils) and choose to write in a variety of contexts (e.g., draw or record ideas at learning centres) [D]			
24. demonstrate an awareness that writing can convey ideas or messages (e.g., contribute ideas to modelled, shared, or interactive writing experiences; ask the teacher to write out new words for them; ask questions about the meaning of something in print) [D]			
25. write simple messages (e.g., a grocery list on unlined paper; a greeting card made on a computer; labels for a block or sand construction), using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words (e.g., initially: use pictures and strings of random letters; eventually: use such familiar words as I, to, and my, and such spelling approximations as “I lv u mum” or “dnt tuch”) [D]			
26. begin to use classroom resources to support their writing (e.g., a classroom word wall that is made up of children’s names, words from simple patterned texts, and words used repeatedly in shared or interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books) [B,D]			
27. experiment with a variety of simple writing forms for different purposes and in a variety of contexts (e.g., write letters at the post office centre; make signs at the block centre; record their findings at the water centre or dramatic play centre; make a list of classmates’ names; make greeting cards at the visual arts centre; tell stories at the writing centre or painting centre) [D]			
28. communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing (e.g., make a drawing of a day at the park and retell their experiences orally to their classmates; make a story map of “The Three Little Pigs” and retell the story individually to the teacher during a writing conference) [D]			

**Understanding of Media Materials**

**As children progress through the Kindergarten years, they:**

29. begin to respond critically to animated works (e.g., cartoons in which animals talk, movies in which animals go to school) [E]			
30. communicate their ideas verbally and non-verbally about a variety of media materials (e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD) [E]			
31. view and listen to a variety of media materials (e.g., videos, photographs, posters, menus, advertisements), and respond critically to them [E]			
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# Kindergarten Ontario Curriculum Tracking Template – KG mathematics

12. investigate addition and subtraction in everyday activities through the use of manipulatives (e.g., interlocking cubes), visual models (e.g., a number line, tally marks, a hundreds carpet), or oral exploration (e.g., dramatizing of songs) [A]			
<b>Measurement (Attributes, Units, and Measurement Sense; Measurement Relationships)</b>			
As children progress through the Kindergarten years, they:			
13. compare and order two or more objects according to an appropriate measure (e.g., length, mass, area, temperature, capacity), and use measurement terms (e.g., hot/cold for temperature, small/ medium/large for capacity, longer/ shorter or thicker/thinner for length) [B]			
14. demonstrate, through investigation, an awareness of the use of different measurement tools for measuring different things (e.g., a balance is used for measuring mass, a tape measure for measuring length, a sandglass for measuring time) [B]			
15. demonstrate awareness of non-standard measuring devices (e.g., feet, hand spans, string, or cubes to measure length; hand claps to measure time; scoops of water or sand to measure capacity) and strategies for using them (e.g., place common objects end to end; use cubes to plan the length of a road at the sand table or the block centre; measure the distance between the classroom and the water fountain in number of footsteps) [B,A]			
16. demonstrate, through investigation, a beginning understanding of the use of non-standard units of the same size (e.g., straws, paper clips) [B,A]			
<b>Geometry and Spatial Sense (Geometric Properties; Geometric Relationships; Location and Movement)</b>			
As children progress through the Kindergarten years, they:			
17. explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures (e.g., compare equilateral triangles with triangles that are not equilateral; sort different sizes of boxes, attribute blocks, 5 pattern blocks, a variety of triangles, shapes with three curved sides, objects that create an open shape with three lines) [C]			
5. For the purpose of children’s learning in Kindergarten, “attribute” refers to the various characteristics of two-dimensional shapes and three-dimensional figures, including geometric properties.			
18. identify and describe, using common geometric terms, two-dimensional shapes (e.g., triangle) and three-dimensional figures (e.g., cone) through investigations with concrete materials [C,A]			
19. compose pictures and build designs, shapes, and patterns in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies (e.g., sand at the sand table, stickers, geoboards, pattern blocks, a computer program) [C,A]			
20. build three-dimensional structures using a variety of materials, and begin to recognize the three-dimensional figures that the structure contains [C]			
21. investigate the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made [C,A]			
22. demonstrate an understanding of basic spatial relationships and movements (e.g., use above/below, near/far, in/out; use these words while retelling a story) [C]			
As children progress through the Kindergarten years, they:			
23. identify, extend, reproduce, and create repeating patterns through investigation, using a variety of materials (e.g., attribute materials, pattern blocks, a hundreds chart, toys, bottle tops, buttons, toothpicks) and actions (e.g., physical actions such as clapping, jumping, tapping) [D]			
24. identify and describe informally the repeating nature of patterns in everyday contexts (e.g., patterns in nature, clothing, floor tiles, literature, schedules), using oral expressions (e.g., “goes before”, “goes after”, “morning, noon, and night”, “the four seasons”) and gestures (e.g., pointing, nodding) [D]			
<b>Data Management and Probability (Collection and Organization of Data; Data Relationships; Probability)</b>			
As children progress through the Kindergarten years, they:			
25. sort, classify, and compare objects and describe the attributes used (e.g., initially: sort them into piles or collections on the basis of a common attribute; eventually: state the rule they used to sort, classify, or compare) [E]			
26. collect objects or data and make representations of their observations, using concrete graphs (e.g., conduct simple surveys and use graphs to represent the data collected from questions posed; use a variety of graphs, such as graphs using people to represent things, bar graphs, pictographs; use tally charts) [E,A]			
27. respond to and pose questions about data collection and graphs [E]			
28. use mathematical language in informal discussions to describe probability (e.g., chance, never, sometimes, always) [E]			
* The letter following each specific expectation clarifies which overall expectation it is related to.			

# Kindergarten Ontario Curriculum Tracking Template – KG science and technology

## Kindergarten - Science and Technology

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
<b>SCIENCE AND TECHNOLOGY</b>				
<b>OVERALL EXPECTATIONS</b>				
<b>By the end of Kindergarten, children will:</b>				
A. demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings;				
B. conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation, and communicating findings);				
C. demonstrate an understanding of and care for the natural world;				
D. investigate and talk about the characteristics and functions of some common materials, and use these materials safely;				
E. recognize and use safely some common forms of technology				
<b>SPECIFIC EXPECTATIONS</b>				
<b>Exploration and Experimentation</b>				
<b>As children progress through the Kindergarten years, they:</b>				
1. describe some natural occurrences, using their own observations and representations (e.g., drawings, writing) [A]*				
2. sort and classify groups of living and non-living things in their own way (e.g., using sorting tools such as hula hoops, sorting circles, paper plates, T-charts, Venn diagrams) [A]				
3. describe and/or represent, using their own observations, patterns and cycles in the natural world (e.g., respond to the teacher's questions; use concrete materials to show the life cycle of a frog) [A]				
4. pose questions and make predictions and observations before and during investigations (e.g., initially: explore freely; eventually: pose questions and discuss their observations with teacher guidance) [B]				
5. select and use materials to carry out their own explorations (e.g., initially: select specific materials to build something; eventually: propose changes to the plan when prompted by the teacher), and communicate their intentions [B]				
6. communicate results and findings from individual and group investigations (e.g., explain and/or show how they made their structure; draw conclusions from an experiment; record ideas using pictures, numbers, labels) [B]				
7. investigate, in various ways, how different forces make things move (e.g., observe the effect that wind has on different objects, try out different ways to make a boat move in water, try to make a waterwheel move with water, explore ways in which different toys move) [B]				
8. demonstrate an awareness of local natural habitats through exploration and observation (e.g., communicate their findings about how a particular environment is used and what lives there, compare similarities and differences between such environments as the school yard and a park, talk about what would happen if something in the environment changed) [C]				
9. participate in environmentally friendly activities in the classroom and the school yard (e.g., put scrap paper in the scrap paper bin, put garbage in the waste receptacle, help maintain trees and plants in the school yard, turn off lights when leaving the classroom) [C]				
10. investigate various materials that have different properties (e.g., sand can be wet or dry, wood floats but rocks sink, rubber balls bounce better than plastic balls) by manipulating and comparing them safely in individual and small-group explorations, and describe their observations [D]				
<b>Use of Technology</b>				
<b>As children progress through the Kindergarten years, they:</b>				
11. demonstrate an awareness of the safe use of all materials and tools used in class (e.g., walk when carrying scissors, wear goggles at the technology centre, clean up spilled water with a sponge or mop) [E]				
12. experiment with simple machines and common objects (e.g., construct gears using gear kits; use funnels, plastic tubing, or egg beaters to explore how water moves at the water centre; use a balance scale with different objects), and describe their investigations [E]				
13. investigate and use familiar technological items (e.g., different wheeled vehicles, a CD player or computer, a hammer and nails, a calculator, a variety of scoops at the sand table), and describe their use in daily life [E]				
14. solve problems while designing and constructing things, using a range of tools, materials, and techniques (e.g., build a house for toy people with found materials; build a tower with boxes of different sizes; design and build a bird feeder using recycled materials) [E]				
15. investigate and discuss how familiar objects are designed to meet a human need (e.g., buttons for fastening clothes, shoes for walking, bandages for protecting cuts, wheels for moving things) [E]				
* The letter following each specific expectation clarifies which overall expectation it is related to.				

# Kindergarten Ontario Curriculum Tracking Template – KG Health Physical

## Kindergarten - Health and Physical Activity

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
<b>HEALTH AND PHYSICAL ACTIVITY</b>				
<b>OVERALL EXPECTATIONS</b>				
<b>By the end of Kindergarten, children will:</b>				
A. demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being;				
B. participate willingly in a variety of activities that require the use of both large and small muscles;				
C. develop control of large muscles (gross-motor control) in a variety of contexts;				
D. develop control of small muscles (fine-motor control) in a variety of contexts.				
<b>SPECIFIC EXPECTATIONS</b>				
<b>Health and Well-Being</b>				
<b>As children progress through the Kindergarten years, they:</b>				
1. begin to demonstrate an understanding of the effects of healthy, active living (e.g., having daily exercise, adequate sleep, proper hydration) on the mind and body [A]*				
2. investigate the benefits of nutritious foods (e.g., nutritious snacks, healthy meals, foods from various cultures) and explore ways of ensuring healthy eating (e.g., buying nutritious food for meals, avoiding foods to which they are allergic) [A]				
3. practise and discuss appropriate personal hygiene that promotes personal, family, and community health (e.g., cover mouth when coughing or sneezing, use a tissue, wash hands, brush teeth) [A]				
4. talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe (e.g., memorize full name, address, telephone number; use scissors, learning centre materials, playground equipment safely), including identifying and applying basic safety rules (e.g., rules for bus and traffic safety, water and fire safety, electrical safety, Internet safety, outdoor play) [A]				
5. discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations (e.g., action in response to bullying, inappropriate touching; seeking assistance from block parents, 911, playground monitors) [A]				
6. identify substances that are harmful to the body (e.g., allergens, cleaning products, inappropriate medicines, tobacco) [A]				
7. discuss what makes them happy and unhappy, and why [A]				
<b>Physical Development and Activity</b>				
<b>As children progress through the Kindergarten years, they:</b>				
8. participate actively in creative movement and other daily physical activities (e.g., dance, games, outdoor play, fitness breaks) [B]				
9. demonstrate persistence while engaged in activities that require the use of both large and small muscles (e.g., tossing and catching beanbags, skipping, lacing, drawing) [B]				
10. demonstrate strategies for engaging in cooperative play in a variety of games and activities [B]				
11. demonstrate spatial awareness in activities that require the use of large muscles (e.g., find their own personal space in the gym, avoid bumping other children when moving, practise directional changes) [C]				
12. begin to demonstrate control of large muscles with and without equipment				
13. begin to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement (e.g., run, jump, climb, walk on the balance beam, play beach-ball tennis, catch a ball, play hopscotch) [C]				
14. begin to demonstrate control of small muscles in activities at a variety of learning centres (e.g., sand, water, visual arts centres) and when using a variety of materials or equipment (e.g., using small building blocks, using play dough, using salt trays, stringing beads, painting with paintbrushes, drawing, cutting paper, using a keyboard, using a mouse, writing with a crayon or pencil) [D]				
15. demonstrate spatial awareness by doing activities that require the use of small muscles (e.g., using board puzzles, blocks, pegboards, finger puppets; folding; pouring; sorting three-dimensional figures) [D]				
16. use a functional grip in written communication to produce writing that they and others can read (e.g., initially: use paintbrushes, markers, crayons that are short and thick; eventually: use pencils and unlined paper, produce letters in a range of sizes, produce a combination of upper- and lower-case letters that may include some letter reversals) [D]				
* The letter following each specific expectation clarifies which overall expectation it is related to.				

# Kindergarten Ontario Curriculum Tracking Template – KG the arts

## Kindergarten - The Arts

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
<b>THE ARTS</b>				
<b>OVERALL EXPECTATIONS</b>				
<b>By the end of Kindergarten, children will:</b>				
A. demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama, and dance;				
B. demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts;				
C. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others;				
D. express responses to a variety of art forms, including those from other cultures;				
E. communicate their ideas through various art forms.				
<b>SPECIFIC EXPECTATIONS</b>				
<b>As children progress through the Kindergarten years, they:</b>				
1. demonstrate an awareness of personal interests and a sense of accomplishment in visual arts (e.g., initially: willingly illustrate a page in a class book using their own ideas; eventually: offer to make a puppet for a play) [A]*				
2. explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways (e.g., use natural and recycled materials at a learning centre) [A,B]				
3. explore different elements of design (e.g., colour, line, shape, texture, form) in visual arts (e.g., initially: create different kinds of lines with finger-paint; eventually: explore colour mixing) [B]				
4. use or demonstrate understanding of vocabulary related to visual art in informal conversations and in discussions about their learning (e.g., describe the shapes, colours, or types of lines used in their painting; talk about and point out techniques used by an illustrator in a picture book; respond to the teacher's questions about the textures in a collage) [B]				
5. use problem-solving skills and their imagination to create visual art forms (e.g., choose materials to make a three-dimensional structure stable; choose an alternative way to fasten the materials if the first way is unsuccessful) [C]				
6. express their responses to visual art forms by making connections to their own experiences or by talking about the form [D]				
7. respond to a variety of visual art forms from various cultures, including their own (e.g., paintings, fabrics, sculptures, illustrations) [D]				
8. communicate their understanding of something (e.g., a familiar story, an experience, a song, a play) by representing their ideas and feelings through visual art [E]				
<b>Music</b>				
<b>As children progress through the Kindergarten years, they:</b>				
9. demonstrate an awareness of personal interests and a sense of accomplishment in music (e.g., initially: move to music in their own way or spontaneously keep the beat during a chant; eventually: choose rhythm instruments to make the sound effects they want for a song) [A]				
10. explore a variety of tools and materials of their own choice (e.g., spoons, castanets, rhythm sticks, music software) to create music in familiar and new ways (e.g., initially: use shakers that they have made at a learning centre to keep the beat in a familiar song; eventually: add sound effects to a computerized slide show) [A, B]				
11. explore different elements (e.g., beat, sound quality, speed, volume) of music (e.g., clap the beat of a song; tap their feet on carpet and then on tile, and compare the sounds; experiment with different instruments to accompany a song) [B]				
12. use or demonstrate understanding of vocabulary related to music (e.g., names of instruments; words for sound quality, speed, and volume) in informal conversations and in discussions about their learning [B]				
13. use problem-solving skills and their imagination to create music (e.g., experiment with different instruments to create a rhythm pattern to accompany a familiar song; contribute to making a variation on a familiar song with the class) [C]				
14. express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form [D]				
15. respond to music from various cultures, including their own (e.g., folk songs, Aboriginal chants, songs in different languages) [D]				
16. communicate their understanding of something (e.g., a book, an experience, a painting) by participating in musical activities (e.g., songs, chants) [E]				
<b>Drama and Dance</b>				
<b>As children progress through the Kindergarten years, they:</b>				

## Kindergarten Ontario Curriculum Tracking Template – KG the arts

17. demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance (e.g., contribute their own ideas to role playing; move in ways of their choice in free dance; create their own actions for a song or chant and/or follow actions created by a classmate) [A]
18. explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways (e.g., use large blocks to create structures for dramatic play, use flashlights for shadow puppets, use streamers for dance movement) [A, B]
19. explore different elements of drama (e.g., character, setting, dramatic structure) and dance (e.g., rhythm, space, shape) [B]
20. use or demonstrate understanding of vocabulary related to drama and dance in informal conversations and in discussions about their learning (e.g., words related to the concepts of roles, props, speed, direction, level) [B]
21. use problem-solving skills and their imagination to create drama and dance (e.g., try out different voices for parts of a story or chant; find different ways to move to music, trying to connect the movement with the mood and speed of the music; create a sequence of movements) [C]
22. express their responses to drama and dance by moving, by making connections to their own experiences, or by talking about drama and dance [D]
23. dramatize rhymes, stories, legends, and folk tales from various cultures, including their own (e.g., use actions, pictures, words, or puppets to tell a story at the dramatic play centre or at the block centre) [D]
24. communicate their understanding of something (e.g., a poem, a story, a piece of music) through drama and dance (e.g., move like the animals in a poem; find different ways to move to music or a teacher prompt; move as if they are outside on a windy day after hearing a story about the wind; freeze like a statue) [E]
- \* The letter following each specific expectation clarifies which overall expectation it is related to.
