**Area of Learning: ARTS EDUCATION Kindergarten**

**BIG IDEAS**

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| People create art to express who they are as individuals and community. |  | Engagement in the **arts** creates opportunities for **inquiry** through purposeful play. |  | Dance, drama, music, and visual arts express meaning in unique ways. |  | People connect to others and share ideas through the **arts**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Explore **elements**, processes, materials, movements, technologies, tools, and techniques of the arts
* Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
* Explore artistic expressions of themselves and community through **creative processes**

Reasoning and reflecting* Observe and share how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
* Develop processes and technical skills in a **variety of art forms** to nurture motivation, development, and imagination
* Reflect on creative processes and make connections to other experiences

Communicating and documenting* Interpret how symbols are used through the arts
* Express feelings, ideas, stories, observations, and experiences through the arts
* Describe and respond to works of art
* Experience, **document** and **share** creative works in a variety of ways
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 | *Students are expected to know the following:** elements in the arts, including but not limited to:
	+ **dance:** **body**, **space**, **dynamics**, **time**, **relationships**, **form**
	+ drama: **character**,time, place, plot
	+ music:beat/pulse, **rhythm**, **tempo**, **pitch**, **dynamics**
	+ visual arts: elements of design: **line**, **shape**, **texture**, colour; **principles of design:** **pattern**, **repetition**
* processes, materials, movements, **technologies**, tools and techniques to support arts activities
* **notation** to represent sounds, ideas and movement
* a variety of **dramatic forms**
* **symbolism** as expressions of meaning
* traditional and contemporary **Aboriginal arts** and arts-making processes
* variety of local **works of art** and artistic traditions
* **personal and collective responsibility** associated with creating, experiencing, or **sharing** in a safe learning environment
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|  **ARTS EDUCATIONBig Ideas – Elaborations Kindergarten** |
| * **arts:** includes but is not limited to the four disciplines of dance, drama, music, and visual arts
* **inquiry**: an approach to learning based on students’ questions, wonderings and observations
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|  **ARTS EDUCATIONCurricular Competencies – Elaborations Kindergarten** |
| * **elements:** characteristics of dance, drama, music, and visual arts
* **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **creative processes:** the means by which an artistic work (in dance, drama, music, and visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection
* **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves
* **variety of art forms:** mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances
* **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
* **share:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
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|  **ARTS EDUCATIONContent – Elaborations Kindergarten** |
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| * **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time
* **body:** what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
* **space:** where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
* **dynamics (in dance):** how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
* **time:** how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
* **relationships:** with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
* **form:** The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
* **character:** in drama,taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
* **rhythm:** the arrangement of sounds and silences over time
* **tempo:** the frequency or speed of the beat
* **pitch:** how high or low a note is
* **dynamics (in music):** the level of loudness or softness of music(e.g., loud/soft)
* **line:** e.g., thick, thin, wavy, zigzag, jagged, etc.
* **shape:** 2-dimensional enclosed space, as compared to form which is 3-dimensional
* **texture:** the way something feels (e.g., smooth, rough, fuzzy)
* **principles of design:** the planned use of the visual elements to achieve a desired effect
* **pattern:** a design in which shapes, colours or lines repeat with regularity
* **repetition:** using the same object, colour, marking, or type of line more than once
* **technologies:** includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
* **notation:** any written, visual, or kinetic form of representing music compositions; for example, movement and body percussion (e.g., clap, snap, stomp) can be used to investigate and represent music patterns and concepts; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement
* **dramatic forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
* **symbolism:** use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., love can be symbolized by the colour red or the cradling of one’s arms)
* **Aboriginal arts:** dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies or rituals as part of cultural tradition
* **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
* **personal and collective responsibility:** ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
* **sharing:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
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**Area of Learning: ARTS EDUCATION Grade 1**

**BIG IDEAS**

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| People create art to express who they are as individuals and community. |  | Engagement in the **arts** creates opportunities for **inquiry** through purposeful play. |  | Dance, drama, music, and visual arts express meaning in unique ways. |  | People connect to others and share ideas through the **arts**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Explore **elements**, processes, materials, movements, technologies, tools, and techniques of the arts
* Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
* Explore artistic expressions of themselves and community through **creative processes**

Reasoning and reflecting* Observe and share how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
* Develop processes and technical skills in a **variety of art forms** to nurture motivation, development, and imagination
* Reflect on creative processes and make connections to other experiences

Communicating and documenting* Interpret symbols and how they can be used to express meaning through the arts
* Express feelings, ideas, stories, observations, and experiences through the arts
* Describe and respond to works of art
* Experience, **document** and **share** creative works in a variety of ways
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 | *Students are expected to know the following:** elements in the arts, including but not limited to:
	+ **dance:** **body**, **space**, **dynamics**, **time**, **relationships**, **form**
	+ drama: **character**,time, place, plot
	+ music:beat/pulse, **rhythm**, **tempo**, **pitch**, **dynamics**, **form**
	+ visual arts: elements of design: **line**, **shape**, **texture**, colour; **principles of design:** **pattern**, **repetition**
* processes, materials, movements, **technologies**, tools and techniques to support arts activities
* **notation** to represent sounds, ideas and movement
* a variety of **dramatic forms**
* **symbolism** as a means of expressing specific meaning
* traditional and contemporary **Aboriginal arts** and arts-making processes
* a variety of local **works of art** and artistic traditions from diverse cultures and communities
* **personal and collective responsibility** associated with creating, experiencing, or sharing in a safe learning environment
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|  **ARTS EDUCATIONBig Ideas – Elaborations Grade 1** |
| * **arts:** includes but is not limited to the four disciplines of dance, drama, music, and visual arts
* **inquiry:** an approach to learning based on students’ questions, wonderings and observations
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|  **ARTS EDUCATIONCurricular Competencies – Elaborations Grade 1** |
| * **elements:** characteristics of dance, drama, music, and visual arts
* **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection
* **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves
* **variety of art forms:** mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances
* **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
* **share:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
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|  **ARTS EDUCATIONContent – Elaborations Grade 1** |
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| * **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time
* **body:** what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
* **space:** where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
* **dynamics (in dance):** how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
* **time:** how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
* **relationships:** with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
* **form:** The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
* **character:** in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
* **rhythm:** the arrangement of sounds and silences over time
* **tempo:** the frequency or speed of the beat
* **pitch:** the property of how high or low a note is
* **dynamics (music):** the level of loudness, softness, or changing volume of music(e.g., louder, softer)
* **line:** e.g., thick, thin, wavy, zigzag, jagged, etc.
* **shape:** 2-dimensional enclosed space, as compared to form which is 3-dimensional
* **texture:** the way something feels (e.g., smooth, rough, fuzzy)
* **form (music):** the structure of a musical work (e.g., AB form; same/different phrases)
* **principles of design:** the planned use of the visual elements to achieve a desired effect
* **pattern:** a design in which shapes, colours or lines repeat with regularity
* **repetition:** using the same object, colour, marking, or type of line more than once
* **technologies:** includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
* **notation:** any written, visual, or kinetic form of representing music compositions; for example, the use of invented notation to represent sound can be used; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement
* **dramatic forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
* **symbolism:** use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., a sad mood could be represented with blue colours, a slow tempo, or a legato line)
* **Aboriginal arts:** dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
* **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
* **personal and collective responsibility:** ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
* **sharing:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
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**Area of Learning: ARTS EDUCATION Grade 2**

**BIG IDEAS**

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| Creative expression develops our unique identity and voice. |  | Inquiry through the **arts** creates opportunities for **risk taking**. |  | Dance, drama, music, and visual arts are each unique languages for creating and communicating. |  | People connect to the hearts and minds of others in a variety of places and times through the **arts**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Explore **elements**, processes, materials, movements, technologies,tools, and techniques of the arts
* Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
* Explore personal experience, community, and culture through arts activities

Reasoning and reflecting* Observe and share how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
* Develop processes and technical skills in a **variety of art forms** to refine artistic abilities
* Reflect on **creative processes** and make connections to other experiences

Communicating and documenting* Interpret symbolism and how it can be used to express meaning through the arts
* Express feelings, ideas, stories, observations, and experiences through creative works
* Describe and respond to works of art
* Experience, **document** and **share** creative works in a variety of ways
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 | *Students are expected to know the following:** elements in the arts, including but not limited to:
	+ **dance:** **body**, **space**, **dynamics**, **time**, **relationships**, **form**
	+ drama: **character**,time, place, plot, tension
	+ music:beat/pulse, **duration**, **rhythm**, **tempo**, **pitch**, **timbre**, **dynamics**, **form**, **texture**
	+ visual arts: elements of design: **line**, **shape**, **texture**, colour, **form**; **principles of design:** **pattern**, **repetition**, **rhythm**, contrast
* processes, materials, **technologies**, tools, and techniques to support arts activities
* **notation** to represent sounds, ideas, and movement
* a variety of **dramatic forms**
* **symbolism** as a means of expressing specific meaning
* traditional and contemporary **Aboriginal arts** and arts-making processes
* a variety of local **works of art** and artistic traditions from diverse cultures, communities, times, and places
* **personal and collective responsibility** associated with creating, experiencing, or sharing in a safe learning environment
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|  **ARTS EDUCATIONBig Ideas – Elaborations Grade 2** |
| * **arts:** includes but is not limited to the four disciplines of dance, drama, music, and visual arts
* **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
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|  **ARTS EDUCATIONCurricular Competencies – Elaborations Grade 2** |
| * **elements:** characteristics of dance, drama, music, and visual art
* **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves
* **variety of art forms:** mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances
* **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection
* **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
* **share:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
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|  **ARTS EDUCATIONContent – Elaborations Grade 2** |
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| * **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time
* **body:** what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
* **space:** where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
* **dynamics (in dance):** how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
* **time:** how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
* **relationships:** with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
* **form:** The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
* **character:** in drama,taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
* **duration:** the length of a sound or silence in relation to the beat (e.g., shorter, longer, equal)
* **rhythm (music):** the arrangement of sounds and silences over time
* **tempo:** the frequency or speed of the beat
* **pitch:** how high or low a note is (e.g., direction of a melody)
* **timbre:** the characteristic quality of a sound independent of pitch and dynamics; tone colour
* **dynamics (music):** the level of loudness, softness, or changing volume of music(e.g., louder, softer)
* **form (music):** the structure of a musical work (e.g., AB form; same/different phrases)
* **texture:** simultaneous layering of sounds (e.g., combining singing with other instruments)
* **line:** e.g., thick, thin, wavy, zigzag, jagged, etc.
* **shape:** 2-dimensional enclosed space, as compared to form which is 3-dimensional
* **texture:** the way something feels (e.g., smooth, rough, fuzzy)
* **form (visual arts):** the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., animal forms)
* **principles of design:** the planned use of the visual elements to achieve a desired effect
* **pattern:** a design in which shapes, colours or lines repeat with regularity
* **repetition:** using the same object, colour, marking, or type of line more than once
* **rhythm (visual art):** the combination of pattern and movement to create a feeling of organized energy
* **technologies:** includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
* **notation:** any written, visual, or kinetic form of representing music compositions; for example, a simplified version of standard musical notation could be introduced (e.g., a three-lined musical staff instead of five-lined) ; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement
* **dramatic forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
* **symbolism:** use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., family can be represented with connected shapes, similar timbres, or collaborative movement)
* **Aboriginal arts:** dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
* **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
* **personal and collective responsibility:** ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
* **sharing:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
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**Area of Learning: ARTS EDUCATION Grade 3**

**BIG IDEAS**

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| The mind and body work together when creating **works of art**. |  | Creative experiences involve an interplay between exploration, inquiry, and purposeful choice. |  | Dance, drama, music, and visual arts are each unique languages for creating and communicating. |  | The **arts** connect our experiences to the experiences of others. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Choose **elements**, processes, materials, movements, technologies,tools, techniques, and environments of the arts
* Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
* Explore identity, place, culture, and belonging through arts experiences
* Explore relationships among cultures, communities, and the arts

Reasoning and reflecting* Observe, listen, describe, inquire, and predict how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
* Refine ideas, processes, and technical skills in a **variety of art forms**
* Reflect on **creative processes** and make connections to personal experiences
* Connect knowledge and skills from other **areas of learning** in planning, creating, and interpreting works for art

Communicating and documenting* Apply learned skills, understandings, and processes in new contexts
* Interpret and communicate ideas using symbolism in the arts
* Express feelings, ideas, and experiences in creative ways
* Describe and respond to visual and performing art pieces and provide constructive feedback
* Experience, **document** and **share** creative works in a variety of ways
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 | *Students are expected to know the following:** elements in the arts, including but not limited to:
	+ **dance:** **body**, **space**, **dynamics**, **time**, **relationships**, **form**
	+ drama: **character**,time, place, plot, tension
	+ music:beat/pulse, **duration**, **rhythm**, **tempo**, **pitch**, **timbre**, **dynamics**, **form**, **texture**
	+ visual arts: elements of design: line, shape, space, texture, colour, **form**; **principles of design:** **pattern**, **repetition**, **rhythm**, contrast, emphasis
* processes, materials, **technologies**, tools, and techniques to support arts activities
* **notation** to represent sounds, ideas, and movement
* a variety of **dramatic forms**
* **image development strategies**
* **choreographic devices**
* **symbolism** as ways of creating and representing meaning
* traditional and contemporary **Aboriginal arts** and arts-making processes
* a variety of local **works of art** and artistic traditions from diverse cultures, communities, times, and places
* **personal and collective responsibility** associated with creating, experiencing, or sharing in a safe learning environment
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|  **ARTS EDUCATIONBig Ideas – Elaborations Grade 3** |
| * **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
* **arts:** includes but is not limited to the four disciplines of dance, drama, music, and visual arts
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|  **ARTS EDUCATIONCurricular Competencies – Elaborations Grade 3** |
| * **elements:** characteristics of dance, drama, music, and visual art
* **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves
* **variety of art forms:** mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances
* **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection
* **areas of learning:** in BC’s provincial curriculum program, the discipline-based fields of knowledge, such as Science, Arts Education and Social Studies; each area of learning contains a set of learning standards
* **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
* **share:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
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|  **ARTS EDUCATIONContent – Elaborations Grade 3** |
| --- |
| * **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time
* **body:** what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
* **space:** where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
* **dynamics (in dance):** how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
* **time:** how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
* **relationships:** with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
* **form:** The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
* **character:** in drama,taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
* **duration:** the length of a sound or silence in relation to the beat (e.g., shorter, longer, equal)
* **rhythm (music):** the arrangement of sounds and silences over time
* **tempo:** the frequency or speed of the beat
* **pitch:** how high or low a note is
* **timbre:** the characteristic quality of a sound independent of pitch and dynamics; tone colour
* **dynamics (music):** the level of loudness, softness, or changing volume of music(e.g., louder, softer)
* **form (music):** the structure of a musical work (e.g., AB form; same/different phrases)
* **texture:** simultaneous layering of sounds (e.g., combining singing with other instruments, partner songs)
* **form (visual arts):** the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., animal forms)
* **principles of design:** the planned use of the visual elements to achieve a desired effect
* **pattern:** a design in which shapes, colours or lines repeat with regularity
* **repetition:** using the same object, colour, marking, or type of line more than once
* **rhythm (visual art):** the combination of pattern and movement to create a feeling of organized energy
* **technologies:** includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
* **notation:** any written, visual, or kinetic form of representing music compositions; for example, non-traditional invented notation can be used to represent sound, or traditional notation used to represent high/low pitches on a three-lined staff; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement
* **dramatic forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
* **image development strategies:** processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification.)
* **choreographic devices:** ways of developing movement (e.g., change level, dynamics, time, size, repetition)
* **symbolism:** use of an object, word, or action to represent an abstract idea; includes but is not limited to colours, images, movements, and sounds (e.g., the solar system can be represented through positive and negative space, sound exploration, or collaborative movement)
* **Aboriginal arts:** dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
* **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
* **personal and collective responsibility:** ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
* **sharing:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
 |

**Area of Learning: ARTS EDUCATION Grade 4**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Creative expression is a means to explore and share one’s identity within a community. |  | **Artists** experiment in a variety of ways to discover new possibilities. |  | Dance, drama, music, and visual arts are each unique languages for creating and communicating. |  | Exploring **works of art** exposes us to diverse values, knowledge, and perspectives. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Choose artistic **elements**, processes, materials, movements, technologies,tools, techniques and environments using combinations and selections for specific purposes in art making
* Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
* Explore identity, place, culture, and belonging through arts experiences
* Explore relationships among cultures, societies, and the arts

Reasoning and reflecting* Observe, listen, describe, inquire and predict how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
* Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations
* Reflect on **creative processes** and make connections to other experiences
* Connect knowledge and skills from other **areas of learning** in planning, creating, interpreting, and analyzing works for art
 | *Students are expected to know the following:** elements and principles that together create meaning in the arts, including but not limited to:
	+ **dance:** **body**, **space**, **dynamics**, **time**, **relationships**, **form**, and **movement principles**
	+ drama: **character**,time, place, plot, tension, mood and focus
	+ **music:** beat/pulse, **duration**, **rhythm**, **tempo**, **pitch**, **timbre**, **dynamics**, **form**, **texture**
	+ **visual arts:** elements of design: line, shape, space, texture, colour, **form**; **principles of design:** **pattern**, **repetition**, **balance**,contrast, emphasis, **rhythm**, variety
* processes, materials, **technologies**, tools and techniques to support arts activities
* **choreographic devices**
* a variety of **dramatic forms**
* **notation** to represent sounds, ideas, movements, elements, and actions
* **image development strategies**
* **symbolism** and metaphor create and represent meaning
* traditional and contemporary **Aboriginal arts** and arts-making processes
* a variety of regional and national **works of art** and artistic traditions from diverse cultures, communities, times, and places
* **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment
 |

**Area of Learning: ARTS EDUCATION Grade 4**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Communicating and documenting* Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
* Interpret and communicate ideas using symbolism to express meaning through the arts
* Express, feelings, ideas, and experiences in creative ways
* Describe and respond to works of art and explore artists’ intent
* Experience, **document** and **present** creative works in a variety of ways
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 |  |

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|  **ARTS EDUCATIONBig Ideas – Elaborations Grade 4** |
| * **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also means the students themselves
* **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
 |

|  **ARTS EDUCATIONCurricular Competencies – Elaborations Grade 4** |
| --- |
| * **elements:** characteristics of dance, drama, music, and visual arts
* **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves
* **variety of art forms:** mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances
* **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection
* **areas of learning:** in BC’s provincial curriculum program, the discipline-based fields of knowledge, such as Science, Arts Education and Social Studies; each area of learning contains a set of learning standards
* **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
* **present:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
 |

|  **ARTS EDUCATIONContent – Elaborations Grade 4** |
| --- |
| * **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time
* **body:** what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
* **space:** where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
* **dynamics (in dance):** how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
* **time:** how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
* **relationships:** with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
* **form:** The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
* **movement principles:** alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination
* **character:** in drama,taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
* **duration:** the length of a sound or silence in relation to the beat (e.g., shorter, longer, equal)
* **rhythm (music):** the arrangement of sounds and silences over time
* **tempo:** the frequency or speed of the beat
* **pitch:** how high or low a note is (e.g., melodic steps, skips, leaps, or repeated tones)
* **timbre:** the characteristic quality of a sound independent of pitch and dynamics; tone colour
* **dynamics (music):** relative and changing levels of sound volume (e.g., *forte*, *piano*, *decrescendo*)
* **form (music):** the structure of a musical work (e.g., ABA, rondo form)
* **texture:** simultaneous layering of sounds (e.g., combining singing with other instruments, partner songs)
* **form (visual arts):** the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., animal forms)
* **principles of design:** the planned use of the visual elements to achieve a desired effect
* **pattern:** a design in which shapes, colours or lines repeat with regularity
* **repetition:** using the same object, colour, marking, or type of line more than once
* **balance:** a principle of design concerned with the arrangement of one or more of the elements so that they give a sense of equilibrium in design and proportion (e.g., balance of shapes or colours, lightness and darkness)
* **rhythm (visual art):** the combination of pattern and movement to create a feeling of organized energy
* **image development strategies:** processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification
* **choreographic devices:** ways of developing movement (e.g., change level, dynamics, time, size, repetition)
* **technologies:** includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
* **notation:** any written, visual, or kinetic form of representing music compositions; for example, non-traditional and traditional notation can be used to represent sounds, and students can be introduced to the treble clef and five-lined staff; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement; in drama this can include diagrams indicating stage directions
* **dramatic forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
* **symbolism:** use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., love can be symbolized by the colour red or the cradling of one’s arms)
* **Aboriginal arts:** dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
* **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
* **personal and collective responsibility:** ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
* **presenting:** includes any form of presentation or sharing as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
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**Area of Learning: ARTS EDUCATION Grade 5**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Engaging in creative expression and experiences expands people’s sense of identity and belonging. |  | **Artists** experiment in a variety of ways to discover new possibilities and perspectives. |  | Dance, drama, music and visual arts are each unique languages for creating and **communicating**. |  | **Works of art** influence and are influenced by the world around us. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Intentionally select artistic **elements**, processes, materials, movements, **technologies**,tools, techniques, and environments to express meaning in their work
* Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
* Explore connections to identity, place, culture, and belonging through creative expression
* Explore a range of cultures, and the relationships among cultures, societies, and the arts

Reasoning and reflecting* Observe, listen, describe, inquire and predict how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
* Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations
* Reflect on **creative processes** as an individual and as a group, and make connections to other experiences
* Connect knowledge and skills from other **areas of learning** in planning, creating, interpreting, and analyzing works for art
* Examine relationships between the arts and the wider world
 | *Students are expected to know the following:** elements and principles that together create meaning in the arts, including but not limited to:
	+ **dance:** **body**, **space**, **dynamics**, **time**, **relationships**, **form**, and **movement principles**
	+ drama: **character**,time, place, plot, tension, mood and focus
	+ music**:** beat/pulse, **metre**, **duration**, **rhythm**, **tempo**, **pitch**, **timbre**, **dynamics**, **form**, **texture**
	+ visual arts: elements of design: line, shape, space, texture, colour, **form**, **value**; **principles of design:** **balance**, **pattern**, **repetition**, contrast, emphasis, **rhythm**, **unity, harmony**, variety
* processes, materials, **technologies**, tools and techniques to support creative works
* **choreographic devices**
* a variety of **dramatic forms**
* **notation** in music and dance to represent sounds, ideas, movement, elements, and actions
* **image development strategies**
* **symbolism** and metaphor to explore ideas and perspective
* traditional and contemporary **Aboriginal arts** and arts-making processes
* a variety of regional and national **works of art** and artistic traditions from diverse cultures, communities, times, and places
* **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment
 |

**Area of Learning: ARTS EDUCATION Grade 5**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Communicating and documenting* Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
* Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
* Express, feelings, ideas, and experiences through the arts
* Describe and respond to works of art and explore artists’ intent
* Experience, **document** and **present** creative works in a variety of ways
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 |  |

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|  **ARTS EDUCATIONBig Ideas – Elaborations Grade 5** |
| * **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also means the students themselves
* **communicating:** the art itself is a form of communication
* **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
 |

|  **ARTS EDUCATIONCurricular Competencies – Elaborations Grade 5** |
| --- |
| * **elements:** characteristics of dance, drama, music, and visual arts
* **technologies:** refers to both digital and non-digital implements and the processes that artists employ in the creation of art, in traditional and experimental ways
* **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves
* **variety of art forms:** mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances
* **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection
* **areas of learning:** in BC’s provincial curriculum program, the discipline-based fields of knowledge, such as Science, Arts Education and Social Studies; each area of learning contains a set of learning standards
* **audience:** one or more individuals viewing or engaging with an artistic work (a completed work or one in progress)
* **symbols:** can be representative of an idea ("symbolism") or a means for communicating performance instructions (i.e., dynamic markings in music)
* **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
* **present:** includes any form of presentation or sharing as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
 |

|  **ARTS EDUCATIONContent – Elaborations Grade 5** |
| --- |
| * **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time
* **body:** what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
* **space:** where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
* **dynamics (in dance):** how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
* **time:** how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
* **relationships:** with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
* **form:** The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
* **movement principles:** alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination
* **character:** in drama,taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
* **metre:** groupings or patterns of strong and weak beats
* **duration:** the length of a sound or silence in relation to the beat
* **rhythm (music):** the arrangement of sounds and silences over time
* **tempo:** the frequency or speed of the beat
* **pitch:** how high or low a note is
* **timbre:** the characteristic quality of a sound independent of pitch and dynamics; tone colour
* **dynamics (music):** relative and changing levels of sound volume (e.g., *forte*, *piano*, *decrescendo*)
* **form (music):** the structure of a musical work (e.g., ABA, rondo form)
* **texture:** simultaneous layering of sounds (e.g., multi-part music making)
* **form (visual arts):** the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., animal forms)
* **value:** describes lightness or darkness
* **principles of design:** the planned use of the visual elements to achieve a desired effect
* **balance:** a principle of design concerned with the arrangement of one or more of the elements so that they give a sense of equilibrium in design and proportion (e.g., radial, symmetrical, or asymmetrical)
* **pattern:** a design in which shapes, colours or lines repeat with regularity
* **repetition:** using the same object, colour, marking, or type of line more than once
* **rhythm (visual art):** the combination of pattern and movement to create a feeling of organized energy
* **unity, harmony:** these concepts are closely related and often overlap; elements are used to create a sense of completeness
* **technologies:** includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
* **image development strategies:** processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification)
* **choreographic devices:** ways of developing movement (e.g., change level, dynamics, time, size, repetition)
* **notation:** any written, visual, or kinetic form of representing music compositions; for example, invented and standard notation can be used to represent rhythmic and melodic patterns; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement; in drama this can include diagrams indicating stage directions
* **dramatic forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
* **symbolism:** use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., identity can be represented by abstraction in a self-portrait, melodies, or animal forms in Aboriginal hoop dancing)
* **Aboriginal arts:** dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
* **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
* **personal and collective responsibility:** ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
* **presenting:** includes any form of presentation or sharing as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
 |

**Area of Learning: ARTS EDUCATION Grade 6**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Engaging in creative expression and experiences expands people’s sense of identity and community. |  | Artistic expressions differ across time and place. |  | Dance, drama, music, and visual arts are each unique languages for creating and **communicating**. |  | Experiencing **art** is a means to develop empathy for others’ perspectives and experiences. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Intentionally select, apply, combine, and arrange artistic **elements**, processes, materials, movements, **technologies**,tools, techniques, and environments in art making
* Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
* Explore relationships between identity, place, culture, society, and belonging through the arts
* Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Reasoning and reflecting* Research, describe, interpret and evaluate how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts
* Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations
* Reflect on works of art and **creative processes** to understand artists’ intentions
* Interpret creative works using knowledge and skills from various **areas of learning**
* Examine relationships between the arts and the wider world
 | *Students are expected to know the following:** purposeful application of elements and principles to create meaning in the arts, including but not limited to:
	+ **dance: body, space, dynamics, time, relationships, form, and movement principles**
	+ drama: **character**, time, place, plot, tension, mood, focus, contrast
	+ music: beat/pulse, **metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture**
	+ visual arts: elements of design: line, shape, space, texture, colour, **form, value; principles of design: pattern, repetition, balance,** contrast, emphasis, **rhythm,** variety, **unity, harmony**
* processes, materials, movements, **technologies**, tools, **strategies**, and techniques to support creative works
* **choreographic devices**
* a variety of **dramatic forms**
* **notation** in music and dance to represent sounds, ideas, movement, elements, and actions
* **image development strategies**
* **symbolism** and metaphor to explore ideas and perspective
* traditional and contemporary **Aboriginal arts** and arts-making processes
* a variety of national and international **works of art** and artistic traditions from diverse cultures, communities, times, and places
* **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment
 |

**Area of Learning: ARTS EDUCATION Grade 6**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Communicating and documenting* Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
* Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
* Take creative risks to express feelings, ideas, and experiences
* Express, feelings, ideas, and experiences through the arts
* Describe, interpret and respond to works of art and explore artists’ intent
* Experience, **document** and **present** creative works in a variety of ways
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 |  |

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| --- |
|  **ARTS EDUCATIONBig Ideas – Elaborations Grade 6** |
| * **communicating:** art itself is a form of communication
* **art:** includes but is not limited to the four disciplines of dance, drama, music, and visual arts
 |

|  **ARTS EDUCATIONCurricular Competencies – Elaborations Grade 6** |
| --- |
| * **elements:** characteristics of dance, drama, music, and visual arts
* **technologies:** refers to both digital and non-digital implements and the processes that artists employ in the creation of art, in traditional and experimental ways
* **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves
* **variety of art forms:** mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances
* **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection
* **areas of learning:** in BC’s provincial curriculum program, the discipline-based fields of knowledge, such as Science, Arts Education and Social Studies; each area of learning contains a set of learning standards
* **audiences:** one or more individuals viewing or engaging with an artistic work (a completed work or one in progress)
* **symbols:** can be representative of an idea ("symbolism") or a means for communicating performance instructions (i.e., dynamic markings in music)
* **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
* **present:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
 |

|  **ARTS EDUCATIONContent – Elaborations Grade 6** |
| --- |
| * **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time
* **body:** what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
* **space:** where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
* **dynamics (in dance):** how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
* **time:** how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
* **relationships:** with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
* **form:** The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
* **movement principles:** alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination
* **character:** in drama,taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
* **metre:** groupings or patterns of strong and weak beats
* **duration:** the length of a sound or silence in relation to the beat
* **rhythm (music):** the arrangement of sounds and silences over time
* **tempo:** the frequency or speed of the beat
* **pitch:** how high or low a note is
* **timbre:** the characteristic quality of a sound independent of pitch and dynamics; tone colour
* **dynamics (music):** relative and changing levels of sound volume (e.g., *forte*, *piano*, *decrescendo*)
* **form (music):** the structure of a musical work (e.g., ABA, rondo form)
* **texture:** simultaneous layering of sounds (e.g., multi-part music making)
* **form (visual arts):** the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., animal forms)
* **value:** describes lightness or darkness
* **principles of design:** the planned use of the visual elements to achieve a desired effect
* **pattern:** a design in which shapes, colours or lines repeat with regularity
* **repetition:** using the same object, colour, marking, or type of line more than once
* **balance:** a principle of design concerned with the arrangement of one or more of the elements so that they give a sense of equilibrium in design and proportion (e.g., radial, symmetrical, or asymmetrical)
* **rhythm (visual art):** the combination of pattern and movement to create a feeling of organized energy
* **unity, harmony:** these concepts are closely related and often overlap; elements are used to create a sense of completeness
* **technologies:** includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
* **strategies:** for example, in drama, strategies refers to the techniques and approaches teachers or students use to explore and create a drama work (e.g., playbuilding, improvisation, tableau, soundscape, voice collage, discussions and debates, teacher in role, writing in and out of role, reflection activities)
* **choreographic devices:** ways of developing movement (e.g., change level, dynamics, time, size, repetition)
* **dramatic forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
* **notation:** any written, visual, or kinetic form of representing music compositions; for example, use of non-traditional (e.g., guitar tablature) and traditional notation can be extended to represent sound; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement; in drama this can include diagrams indicating stage directions
* **image development strategies:** processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification
* **symbolism:** use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., identity can be represented by abstraction in a self-portrait, melodies, or animal forms in Aboriginal hoop dancing)
* **Aboriginal arts:** dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
* **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
* **personal and collective responsibility:** ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
* **presenting:** includes any form of presentation or sharing as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
 |

**Area of Learning: ARTS EDUCATION Grade 7**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Through **art** making, one’s sense of identity and community continually evolves. |  | Experiencing art challenges our point of view and expands our understanding of others. |  | Dance, drama, music, and visual arts are each unique languages for creating and **communicating**. |  | Engaging in the arts develops people’s ability to understand and express complex ideas. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Intentionally select and apply materials, movements, **technologies**, environments, tools, and techniques by combining and arranging artistic **elements**, processes, and principles in art making
* Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
* Explore relationships between identity, place, culture, society, and belonging through the arts
* Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Reasoning and reflecting* Research, describe, interpret and evaluate how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts
* Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations
* Reflect on works of art and **creative processes** to understand artists’ intentions
* Interpret works of art using knowledge and skills from various **areas of learning**
* Examine relationships between the arts and the wider world
 | *Students are expected to know the following:** manipulation of elements and principles to create meaning in the arts, including but not limited to:
	+ **dance:** **body**, **space**, **dynamics**, **time**, **relationships**, **form**, and **movement principles**
	+ drama: **character**,time, place, plot, tension, mood, focus, contrast
	+ music:beat/pulse, **metre**, **duration**, **rhythm**, **tempo**, **pitch**, **timbre**, **dynamics**, **form**, **texture**, **notation**
	+ visual arts: elements of design: line, shape, space, texture, colour**, form, value; principles of design: pattern, repetition, balance**, contrast, emphasis, **rhythm**, **movement**, variety, **proportion**, **unity, harmony**
* processes, materials, movements, **technologies**, tools, **strategies**, and techniques to support creative works
* **choreographic devices**
* **drama forms** and **drama conventions**
* notation in music and dance to represent sounds, ideas, movement, elements, and actions
* **image development strategies**
* **symbolism** and metaphor to explore ideas and perspective
* traditional and contemporary **Aboriginal arts** and arts-making processes
* a variety of national and international **works of art** and artistic traditions from diverse cultures, communities, times, and places
* **ethical considerations** and **cultural appropriation** related to the arts
* **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment
 |

**Area of Learning: ARTS EDUCATION Grade 7**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Communicating and documenting* Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
* Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
* Take creative risks to express feelings, ideas, and experiences
* Express, feelings, ideas, and experiences through the arts
* Describe, interpret and respond to works of art
* Experience, **document,** choreograph, perform, and share creative works in a variety of ways
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 |  |

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|  **ARTS EDUCATIONBig Ideas – Elaborations Grade 7** |
| * **art:** includes but is not limited to the four disciplines of dance, drama, music, and visual arts
* **communicating:** art itself is a form of communication
 |

|  **ARTS EDUCATIONCurricular Competencies – Elaborations Grade 7** |
| --- |
| * **technologies:** refers to both digital and non-digital implements and the processes that artists employ in the creation of art, in traditional and experimental ways
* **elements:** characteristics of dance, drama, music, and visual arts
* **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves
* **variety of art forms:** mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances
* **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection
* **areas of learning:** in BC’s provincial curriculum program, the discipline-based fields of knowledge, such as Science, Arts Education and Social Studies; each area of learning contains a set of learning standards
* **audiences:** one or more individuals viewing or engaging with an artistic work (a completed work or one in progress)
* **symbols:** can be representative of an idea ("symbolism") or a means for communicating performance instructions (i.e., dynamic markings in music)
* **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
 |

|  **ARTS EDUCATIONContent – Elaborations Grade 7** |
| --- |
| * **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time
* **body:** what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
* **space:** where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
* **dynamics (in dance):** how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
* **time:** how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
* **relationships:** with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
* **form:** The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
* **movement principles:** alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination
* **character:** in drama,taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
* **metre:** groupings or patterns of strong and weak beats
* **duration:** the length of a sound or silence in relation to the beat
* **rhythm:** the arrangement of sounds and silences over time
* **tempo:** the frequency or speed of the beat
* **pitch:** how high or low a note is
* **dynamics (music):** relative and changing levels of sound volume (e.g., *forte*, *piano*, *decrescendo*)
* **form (music):** the structure of a musical work
* **texture:** simultaneous layering of sounds (e.g., multi-part music making)
* **notation:** could include use of traditional and non-traditional notation (e.g., guitar tablature); in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement; in drama this can include diagrams indicating stage directions
* **form (visual arts):** the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., animal forms)
* **value:** describes lightness or darkness
* **principles of design:** the planned use of the visual elements to achieve a desired effect
* **pattern:** a design in which shapes, colours or lines repeat with regularity
* **repetition:** using the same object, colour, marking, or type of line more than once
* **balance:** a principle of design concerned with the arrangement of one or more of the elements so that they give a sense of equilibrium in design and proportion (e.g., radial, symmetrical, or asymmetrical)
* **rhythm (visual art):** the combination of pattern and movement to create a feeling of organized energy
* **movement:** deliberate control of the viewer’s visual path across a work (e.g., a strong diagonal thrust of a colour)
* **proportion:** the relationship in size of parts, to a whole, and to one another
* **unity, harmony:** these concepts are closely related and often overlap; elements are used to create a sense of completeness
* **technologies:** includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
* **strategies:** for example, in drama, refers to the techniques and approaches that teachers or students use to explore and create a drama work (e.g., playbuilding, improvisation, tableau, soundscape, voice collage, discussions and debates, teacher in role, writing in and out of role, reflection activities)
* **choreographic devices:** ways of developing movement (e.g., change level, dynamics, time, size, repetition)
* **drama forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
* **drama conventions:** established ways of working in drama that explore meaning; drama techniques
* **image development strategies:** processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification**)**
* **symbolism:** use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., identity can be represented by abstraction in a self-portrait, melodies, or animal forms in Aboriginal hoop dancing)
* **Aboriginal arts:** dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
* **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
* **ethical considerations:** such as inclusion, diversity, copyright, ownership
* **cultural appropriation:** use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
* **personal and collective responsibility:** ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
* **presenting:** includes any form of presentation or sharing as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
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**Area of Learning: ARTS EDUCATION Grade 8**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Creative growth requires patience, readiness to take risks, and willingness to try new approaches. |  | Individual and collective expression can be achieved through the **arts**. |  | Dance, drama, music, and visual arts are each unique languages for creating and **communicating**. |  | **Artists** often **challenge the status quo** and open us to new perspectives and experiences. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Intentionally select and apply materials, movements, **technologies**, environments, tools, and techniques by combining and arranging artistic **elements**, processes, and principles in art making
* Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
* Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences
* Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Reasoning and reflecting* Describe, interpret and evaluate how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas
* Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations
* Reflect on works of art and **creative processes** to understand artists motivations and meanings
* Interpret works of art using knowledge and skills from various **areas of learning**
* Respond to works of art using one’s knowledge of the world
 | *Students are expected to know the following:** manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:
	+ **dance:** **body**, **space**, **dynamics**, **time**, **relationships**, **form**, and **movement principles**
	+ drama: **character,** time, place, plot, tension, mood, focus, contrast, balance
	+ music**:** beat/pulse, **metre**, **duration**, **rhythm**, **tempo**, **pitch**, **timbre**, **dynamics**, **form**, **texture**, **notation**
	+ visual arts: elements of design: line, shape, space, texture, colour**, form, value; principles of design:** pattern, repetition, **balance**, contrast, emphasis, **rhythm**, **movement**, variety, **proportion**, **unity, harmony**
* processes, materials, movements, **technologies**, tools, **strategies**, and techniques to support creative works
* **choreographic devices**
* **drama forms** and **drama conventions**
* notationin music, dance and drama to represent sounds, ideas, movement, elements, and actions
* **image development strategies**
* **symbolism** and metaphor to explore ideas and perspective
* traditional and contemporary **Aboriginal arts** and arts-making processes
* a variety of national and international **works of art** and artistic traditions from diverse cultures, communities, times, and places
* **ethical considerations** and **cultural appropriation** related to the arts
* **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment
 |

**Area of Learning: ARTS EDUCATION Grade 8**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Communicating and documenting* Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
* Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
* Take creative risks to express feelings, ideas, and experiences
* Describe, interpret and **respond** to works of art
* Experience, **document,** choreograph, perform, and share creative works in a variety of ways
* Use the arts to communicate, respond to and understand environmental and global issues
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 |  |

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| --- |
|  **ARTS EDUCATIONBig Ideas – Elaborations Grade 8** |
| * **arts:** includes but is not limited to the four disciplines of dance, drama, music, and visual arts
* **communicating:** art itself is a form of communication
* **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also applies to the students themselves
* **challenge the status quo:** includes questioning established ideas, exploring historical perspectives and social change, and preserving enduring values.
 |

|  **ARTS EDUCATIONCurricular Competencies – Elaborations Grade 8** |
| --- |
| * **technologies:** refers to both digital and non-digital implements and the processes that artists employ in the creation of art, in traditional and experimental ways
* **elements:** characteristics of dance, drama, music, and visual arts
* **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves
* **variety of art forms:** mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances
* **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection
* **areas of learning:** in BC’s provincial curriculum program, the discipline-based fields of knowledge, such as Science, Arts Education and Social Studies; each area of learning contains a set of learning standards
* **audiences:** one or more individuals viewing or engaging with an artistic work (a completed work or one in progress)
* **symbols:** can be representative of an idea ("symbolism") or a means for communicating performance instructions (i.e., dynamic markings in music)
* **respond:** the response to a work of art can come in a number of forms including, but not limited to, speaking, writing, or creating new works of art
* **document:** activities that help students reflect on their learning and make their learning visible (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, and compiling a portfolio)
 |

|  **ARTS EDUCATIONContent – Elaborations Grade 8** |
| --- |
| * **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time
* **body:** what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
* **space:** where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
* **dynamics (in dance):** how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
* **time:** how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
* **relationships:** with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
* **form:** The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
* **movement principles:** alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination
* **character:** in drama,taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
* **metre:** groupings or patterns of strong and weak beats
* **duration:** the length of a sound or silence in relation to the beat
* **rhythm (music):** the arrangement of sounds and silences over time
* **tempo:** the frequency or speed of the beat
* **pitch:** how high or low a note is
* **timbre:** the characteristic quality of a sound independent of pitch and dynamics; tone colour
* **dynamics (music):** relative and changing levels of sound volume (e.g., *forte*, *piano*, *decrescendo*)
* **form (music):** the structure of a musical work
* **texture:** simultaneous layering of sounds (e.g., multi-part music making)
* **notation:** could include use of traditional and non-traditional notation (e.g., guitar tablature); in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement; in drama this can include diagrams indicating stage directions
* **form (visual arts):** the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., animal forms)
* **value:** describes lightness or darkness
* **principles of design:** the planned use of the visual elements to achieve a desired effect
* **balance:** a principle of design concerned with the arrangement of one or more of the elements so that they give a sense of equilibrium in design and proportion (e.g., radial, symmetrical, or asymmetrical)
* **rhythm (visual art):** the combination of pattern and movement to create a feeling of organized energy
* **movement:** deliberate control of the viewer’s visual path across a work (e.g., a strong diagonal thrust of a colour)
* **proportion:** the relationship in size of parts, to a whole, and to one another
* **unity, harmony:** these concepts are closely related and often overlap; elements are used to create a sense of completeness
* **technologies:** includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
* **strategies:** for example, in drama, refers to the techniques and approaches teachers or students use to explore and create a drama work (e.g., playbuilding, improvisation, tableau, soundscape, voice collage, discussions and debates, teacher in role, writing in and out of role, reflection activities)
* **choreographic devices:** ways of developing movement (e.g., change level, dynamics, time, size, repetition)
* **drama forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
* **drama conventions:** established ways of working in drama that explore meaning; drama techniques
* **image development strategies:** processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification)
* **symbolism:** use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., love can be symbolized by the colour red or the cradling of one’s arms)
* **Aboriginal arts:** dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
* **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
* **ethical considerations:** such as inclusion, diversity, copyright, ownership
* **cultural appropriation:** use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
* **personal and collective responsibility:** ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
* **presenting:** includes any form of presentation or sharing as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
 |

**Area of Learning: ARTS EDUCATION — General Grade 9**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Identity is explored, expressed, and impacted through arts experiences. |  | The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures. |  | Creative arts experiences can build community and nurture relationships with others. |  | Dance, drama, music, and visual arts each use their own unique sensory language for creating and communicating. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Create artistic works both collaboratively and as an individual using ideas inspired by imagination, inquiry, and **purposeful play**
* Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles
* Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts
* Explore relationships between identity, place, culture, society, and belonging through artistic experiences
* Select and combine elements and principles of the arts to intentionally create a particular mood, effect, or meaning

Reasoning and reflecting* Describe, interpret, and evaluate how artists use tools, processes, technologies, materials, and environments to create and communicate ideas
* Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of works of art

Communicating and documenting* Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
* Compose, interpret, and expand ideas using **symbolism**, imagery, and elements
* Revise, refine, analyze, and document creative works and experiences to enhance presentation and/or performance in a variety of ways
 | *Students are expected to know the following:** for each of the arts disciplines — dance, drama, music, and visual arts — the **specific elements, principles, techniques, vocabulary, and symbols** that can be used to create mood and convey ideas
* the roles of performers and audiences in a variety of contexts
* traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works
* contributions of innovative artists from a variety of genres, communities, times, and places
* personal and social responsibility associated with creating, performing, and responding in the arts
* the ethics of cultural appropriation and plagiarism
 |

**Area of Learning: ARTS EDUCATION — General Grade 9**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Connecting and expanding* Reflect on works of art and creative processes to make connections to personal learning and experiences
* Take creative risks to experience and express thoughts, emotions, ideas, and meaning
* Demonstrate respect for themselves, others, and the audience
* Collaborate through reciprocal relationships during creative processes
* Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 |  |

|  **ARTS EDUCATION – GeneralCurricular Competencies – Elaborations Grade 9** |
| --- |
| * **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **symbolism:** use of an object, word, or action to represent an abstract idea; includes but is not limited to colours, images, movements, and sounds (e.g., love can be symbolized by the colour red or the cradling of one’s arms)
 |

|  **ARTS EDUCATION – GeneralContent – Elaborations Grade 9** |
| --- |
| * **specific elements, principles, techniques, vocabulary, and symbols:** the four discipline-specific curriculum documents include information and elaborations on these items
 |

**Area of Learning: ARTS EDUCATION — Dance Grade 9**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Identity is explored, expressed, and impacted through dance experiences. |  | Dance provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures. |  | Collaborative dance experiences can build community and nurture relationships with others. |  | Dance uses a unique sensory language for creating and communicating. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Select and combine the **elements of dance** to intentionally create a particular mood, meaning, or purpose
* Create movement phrases both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and **purposeful play**
* Explore relationships between identity, place, culture, society, and belonging through movement experiences
* Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to dance
* Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
* Take creative risks to experience and express thoughts, emotions, and meaning

Reasoning and reflecting* Describe, interpret, and evaluate how dancers and choreographers use theelements of dance and choreographic structures to create and communicate ideas
* Develop and refine ideas, movement, and technical skills to improve the quality of performance pieces
* Receive, offer, and apply constructive feedback
 | *Students are expected to know the following:** **dance** elements, techniques, and vocabulary to create mood and convey ideas, including but not limited to: **body**, **space**, **dynamics**, **time**, **relationships**, **form**, and **movement principles**
* **choreographic devices** and **notation**
* choreographic choices that impact clarity of intent and purpose
* compositional devices, forms, and structures of dance
* processes, materials, movements, **technologies**, strategies, and techniques to support creative works
* the roles of performers and audiences in a variety of contexts
* traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through movement and dance
* contributions of innovative artists from a variety of genres, communities, times, and places
* **personal and social responsibility** associated with creating, performing, and responding in dance
* the ethics of **cultural appropriation** and plagiarism
 |

**Area of Learning: ARTS EDUCATION — Dance Grade 9**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Communicating and documenting* Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
* Compose, interpret, and expand ideas using **symbolism**, imagery, and elements
* Revise, refine, analyze, and **document** creative works and experiences to enhance presentation in a variety of ways

Connecting and expanding* Reflect on works of art and creative processes to make connections to personal learning and experiences
* Demonstrate respect for themselves, others, and the audience
* Collaborate through reciprocal relationships during creative processes
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 |  |

|  **ARTS EDUCATION – DanceCurricular Competencies – Elaborations Grade 9** |
| --- |
| * **elements of dance:** the five elements of movement that form the “building blocks” of dance: *body, space, dynamics, time, and relationships*
* **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **symbolism:** use of an object, word, or action to represent an abstract idea; includes but is not limited to colours, images, movements, and sounds (e.g., love can be symbolized by the colour red or the cradling of one’s arms)
* **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, and compiling a portfolio)
 |

|  **ARTS EDUCATION – DanceContent – Elaborations Grade 9** |
| --- |
| * **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time
* **body:** what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
* **space:** where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
* **dynamics (in dance):** how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
* **time:** how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
* **relationships:** with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
* **form:** The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
* **movement principles:** include alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, and coordination
* **choreographic devices:** strategies to develop movement, motifs, and phrases (e.g., changing size, levels/planes, body parts, dynamics, order, repetition, inversion, fragmentation, retrograde)
* **notation:** this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement
* **technologies:** includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.)
* **personal and social responsibility:** ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
* **cultural appropriation:** use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
 |

**Area of Learning: ARTS EDUCATION — Drama Grade 9**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Identity is explored, expressed, and impacted through drama experiences. |  | Drama provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures. |  | Collaborative drama experiences can build community and nurture relationships with others. |  | Drama uses a unique sensory language for creating and communicating. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning
* Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and **purposeful play**
* Explore relationships between identity, place, culture, society, and belonging through dramatic experiences
* Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama
* Take creative risks to experience and express thoughts, emotions, and meaning

Reasoning and reflecting* Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas
* Develop and refine ideas and technical skills to improve the quality of performance pieces
* Receive, offer, and apply constructive feedback

Communicating and documenting* Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
* Compose, interpret, and expand ideas using **symbolism**, imagery, and elements
* Revise, refine, analyze, and **document** performance pieces and experiences to enhance presentation in a variety of ways
 | *Students are expected to know the following:** drama elements, techniques, and vocabulary, to create mood and convey ideas, including but not limited to: **character**,time, place, plot, tension, mood, focus, contrast, balance
* a variety of **drama forms** and **drama conventions**
* the roles of performers and audiences in a variety of contexts
* traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through storytelling and drama
* contributions of innovative artists from a variety of genres, communities, times, and places
* personal and social responsibility associated with creating, performing, and responding in drama
* the ethics of **cultural appropriation** and plagiarism
 |

**Area of Learning: ARTS EDUCATION — Drama Grade 9**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Connecting and expanding* Reflect on creative processes to make connections to personal learning and experiences
* Demonstrate respect for themselves, others, and the audience
* Collaborate through reciprocal relationships during creative processes
* Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 |  |

|  **ARTS EDUCATION – DramaCurricular Competencies – Elaborations Grade 9** |
| --- |
| * **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
* **symbolism:** use of an object, word, or action to represent an abstract idea; includes but is not limited to colours, images, movements, and sounds (e.g., love can be symbolized by the colour red or the cradling of one’s arms)
* **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, and compiling a portfolio)
 |

|  **ARTS EDUCATION – DramaContent – Elaborations Grade 9** |
| --- |
| * **character:** in drama,taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
* **drama forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
* **drama conventions:** established ways of working in drama that explore meaning; drama techniques
* **cultural appropriation:** use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
 |

**Area of Learning: ARTS EDUCATION — Music Grade 9**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Identity is explored, expressed, and impacted through music experiences. |  | Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures. |  | Collaborative music experiences can build community and nurture relationships with others. |  | Music uses a unique sensory language for creating and communicating. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Perform collaboratively in both solo and ensemble contexts
* Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences
* Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect
* Develop appropriate musical vocabulary, skills, and techniques
* Take musical risks to experience self-growth
* Contribute to create processes through collaborative and independent musical study

Reasoning and reflecting* Describe, interpret, and consider how musicians use techniques, technology, and environments in composition and performance
* Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship
* Receive, offer, and apply constructive feedback

Communicating and documenting* Adapt and apply learned musical skills, understandings, and techniques for use in new contexts and for different purposes and audiences
* Revise, refine, analyze, and **document** musical experiences to enhance learning
 | *Students are expected to know the following:** music elements, principles, techniques, vocabulary, **notation**, and symbols to define style and convey ideas, including but not limited to: beat/pulse, **metre**, **duration**, **rhythm**, **tempo**, **pitch**, **timbre**, **dynamics**, **form**, **texture**
* musical interpretation and choices impact performance
* the roles of performers and audiences in a variety of contexts
* traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through song
* contributions of innovative **musicians** and composers from a variety of genres, communities, times, and places
* personal and social responsibility associated with creating, performing, and responding in music
* the ethics of **cultural appropriation** and plagiarism
 |

**Area of Learning: ARTS EDUCATION — Music Grade 9**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Connecting and expanding* Reflect on musical performance to make connections to personal learning and experiences
* Take musical risks to experience synchronicity among ensemble members and their audience
* Demonstrate respect for themselves, others, and the audience
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 |  |

|  **ARTS EDUCATION – MusicCurricular Competencies – Elaborations Grade 9** |
| --- |
| * **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, and compiling a portfolio)
 |

|  **ARTS EDUCATION – MusicContent – Elaborations Grade 9** |
| --- |
| * **notation:** could include use of traditional and non-traditional notation (e.g., guitar tablature)
* **metre:** groupings or patterns of strong and weak beats
* **duration:** the length of a sound or silence in relation to the beat
* **rhythm:** the arrangement of sounds and silences over time
* **tempo:** the frequency or speed of the beat
* **pitch:** how high or low a note is
* **timbre:** the characteristic quality of a sound independent of pitch and dynamics; tone colour
* **dynamics:** relative and changing levels of sound volume (e.g., *forte*, *piano*, *decrescendo*)
* **form (music):** the structure of a musical work
* **texture:** simultaneous layering of sounds (e.g., multi-part music making)
* **musicians:** including but not limited to performers, composers, and those who develop technologies for music making
* **cultural appropriation:** use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
 |

**Area of Learning: ARTS EDUCATION — Visual Arts Grade 9**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Identity is explored, expressed, and impacted through visual arts experiences. |  | The visual arts provide opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures. |  | Art experiences can build community and nurture relationships with others. |  | The visual arts use a unique sensory language for creating and communicating. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*Exploring and creating* Create both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and **purposeful play**
* Explore materials, technologies, processes, and environments by combining and arranging elements, principles, and image design strategies
* Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts
* Demonstrate active engagement and discipline in creating works of art and resolving creative challenges
* Explore relationships between identity, place, culture, society, and belonging through artistic experiences
* Select and combine elements and principles of the arts to intentionally create a particular mood or meaning

Reasoning and reflecting* Describe, interpret, and evaluate how artists use technologies, processes, materials, and environments to create and communicate ideas
* Develop, refine, document, and critically appraise ideas, processes, and technical skills
* Reflect on their art-making process and development as artists
 | *Students are expected to know the following:** visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to:
	+ elements of design: line, shape, space, texture, colour, form, **value**
	+ **principles of design:** pattern, repetition, **balance**, contrast, emphasis, **rhythm**, **movement**, **unity**, variety, **proportion**, **harmony**
	+ image design strategies: elaboration, simplification, magnification, reversal, fragmentation, distortion
* personal narrative as a means of representing self-perception and identity in artistic works
* the roles of artists and audiences in a variety of contexts
* traditional and contemporary Aboriginal worldviews and cross-cultural perspectives as communicated through visual arts
* contributions of **innovative** artists from a variety of styles, genres, contexts, and movements
* personal and social responsibility associated with creating, experiencing, and responding to visual art
* the ethics of **cultural appropriation** and plagiarism
 |

**Area of Learning: ARTS EDUCATION — Visual Arts Grade 9**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Communicating and documenting* Create works of art using materials, technologies, and processes for different purposes and audiences
* Compose, interpret, and expand ideas using symbolism, metaphor, and design strategies
* Revise, refine, analyze, and **document** creative works and experiences
* Present or share personal works of art

Connecting and expanding* Reflect on works of art and creative processes to make connections to personal learning and experiences
* Take creative risks to experience and express thoughts, emotions, and meaning
* Demonstrate respect for themselves, others, and the audience
* Collaborate through reciprocal relationships during the creative process
* Create personally meaningful artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
 |  |

|  **ARTS EDUCATION – Visual ArtsCurricular Competencies – Elaborations Grade 9** |
| --- |
| * **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
 |

|  **ARTS EDUCATION – Visual ArtsContent – Elaborations Grade 9** |
| --- |
| * **value:** describes lightness or darkness
* **principles of design:** the planned use of visual elements to achieve a desired effect
* **balance:** the arrangement of one or more elements to give a sense of equilibrium in design and proportion (e.g., radial, symmetrical, or asymmetrical)
* **rhythm:** the combination of pattern and movement to create a feeling of organized energy
* **movement:** deliberate control of the viewer’s visual path across a work (e.g., a strong diagonal thrust of a colour)
* **unity:** a sense of oneness created by the relationship among the elements (e.g., colours and lines that work together)
* **proportion:** the relationship in size of parts, to a whole, and to one another
* **harmony:** components of the visual image relate to, and complement each other
* **innovative:** for example, artists who trigger change, use technology in different ways, or bring about paradigm shifts
* **cultural appropriation:** use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
 |