**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**

|  |  |
| --- | --- |
| **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
 |

**Area of Learning: ARTS EDUCATION Grade 1**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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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**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
 |

**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
 |

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

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- |
| 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)**

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| **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
 |  |

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

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- |
| 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
 |  |

**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**

|  |  |
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| **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
 |  |

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

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- |
| 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**

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| --- | --- |
| **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
 |  |

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

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- |
| 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
 |  |

**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
 |  |

**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
 |  |

**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
 |  |

**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
 |  |

**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
 |  |