

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Explore <b>elements</b>, processes, materials, movements, technologies, tools, and techniques of the arts</li> <li>• Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>• Explore artistic expressions of themselves and community through <b>creative processes</b></li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Observe and share how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</li> <li>• Develop processes and technical skills in a <b>variety of art forms</b> to nurture motivation, development, and imagination</li> <li>• Reflect on creative processes and make connections to other experiences</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Interpret how symbols are used through the arts</li> <li>• Express feelings, ideas, stories, observations, and experiences through the arts</li> <li>• Describe and respond to works of art</li> <li>• Experience, <b>document</b> and <b>share</b> creative works in a variety of ways</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• elements in the arts, including but not limited to: <ul style="list-style-type: none"> <li>– <b>dance: body, space, dynamics, time, relationships, form</b></li> <li>– drama: <b>character</b>, time, place, plot</li> <li>– music: beat/pulse, <b>rhythm, tempo, pitch, dynamics</b></li> <li>– visual arts: elements of design: <b>line, shape, texture, colour; principles of design: pattern, repetition</b></li> </ul> </li> <li>• processes, materials, movements, <b>technologies</b>, tools and techniques to support arts activities</li> <li>• <b>notation</b> to represent sounds, ideas and movement</li> <li>• a variety of <b>dramatic forms</b></li> <li>• <b>symbolism</b> as expressions of meaning</li> <li>• traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>• variety of local <b>works of art</b> and artistic traditions</li> <li>• <b>personal and collective responsibility</b> associated with creating, experiencing, or <b>sharing</b> in a safe learning environment</li> </ul>

Big Ideas – Elaborations

- **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

Curricular Competencies – Elaborations

- **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. Learning can be performed collaboratively in both solo and ensemble contexts.
- **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 in both/either solo and/or ensemble contexts.
- **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

Content – Elaborations

- **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time.
- **music:** the elements of music are universally present in all forms of vocal and instrumental music 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

Content – Elaborations

- **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

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Explore <b>elements</b>, processes, materials, movements, technologies, tools, and techniques of the arts</li> <li>• Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>• Explore artistic expressions of themselves and community through <b>creative processes</b></li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Observe and share how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</li> <li>• Develop processes and technical skills in a <b>variety of art forms</b> to nurture motivation, development, and imagination</li> <li>• Reflect on creative processes and make connections to other experiences</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Interpret symbols and how they can be used to express meaning through the arts</li> <li>• Express feelings, ideas, stories, observations, and experiences through the arts</li> <li>• Describe and respond to works of art</li> <li>• Experience, <b>document</b> and <b>share</b> creative works in a variety of ways</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• elements in the arts, including but not limited to: <ul style="list-style-type: none"> <li>– <b>dance: body, space, dynamics, time, relationships, form</b></li> <li>– drama: <b>character</b>, time, place, plot</li> <li>– music: beat/pulse, <b>rhythm, tempo, pitch, dynamics, form</b></li> <li>– visual arts: elements of design: <b>line, shape, texture, colour; principles of design: pattern, repetition</b></li> </ul> </li> <li>• processes, materials, movements, <b>technologies</b>, tools and techniques to support arts activities</li> <li>• <b>notation</b> to represent sounds, ideas and movement</li> <li>• a variety of <b>dramatic forms</b></li> <li>• <b>symbolism</b> as a means of expressing specific meaning</li> <li>• traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>• a variety of local <b>works of art</b> and artistic traditions from diverse cultures and communities</li> <li>• <b>personal and collective responsibility</b> associated with creating, experiencing, or sharing in a safe learning environment</li> </ul>

### Big Ideas – Elaborations

- **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

### Curricular Competencies – Elaborations

- **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. Learning can be performed collaboratively in both solo and ensemble contexts.
- **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 in both/either solo and/or ensemble contexts.
- **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

### Content – Elaborations

- **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time.
- **music:** the elements of music are universally present in all forms of vocal and instrumental music 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

## Content – Elaborations

- **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

## BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Explore <b>elements</b>, processes, materials, movements, technologies, tools, and techniques of the arts</li> <li>• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>• Explore personal experience, community, and culture through arts activities</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Observe and share how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</li> <li>• Develop processes and technical skills in a <b>variety of art forms</b> to refine artistic abilities</li> <li>• Reflect on <b>creative processes</b> and make connections to other experiences</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Interpret symbolism and how it can be used to express meaning through the arts</li> <li>• Express feelings, ideas, stories, observations, and experiences through creative works</li> <li>• Describe and respond to works of art</li> <li>• Experience, <b>document</b> and <b>share</b> creative works in a variety of ways</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• elements in the arts, including but not limited to:             <ul style="list-style-type: none"> <li>– <b>dance: body, space, dynamics, time, relationships, form</b></li> <li>– drama: <b>character</b>, time, place, plot, tension</li> <li>– music: beat/pulse, <b>duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</b></li> <li>– visual arts: elements of design: <b>line, shape, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast</b></li> </ul> </li> <li>• processes, materials, <b>technologies</b>, tools, and techniques to support arts activities</li> <li>• <b>notation</b> to represent sounds, ideas, and movement</li> <li>• a variety of <b>dramatic forms</b></li> <li>• <b>symbolism</b> as a means of expressing specific meaning</li> <li>• traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>• a variety of local <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li> <li>• <b>personal and collective responsibility</b> associated with creating, experiencing, or sharing in a safe learning environment</li> </ul>

### Big Ideas – Elaborations

- **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

### Curricular Competencies – Elaborations

- **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. Learning can be performed collaboratively in both solo and ensemble contexts.
- **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 in both/either solo and/or ensemble contexts.
- **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

### Content – Elaborations

- **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time.
- **music:** the elements of music are universally present in all forms of vocal and instrumental music 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

## Content – Elaborations

- **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

## BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Choose <b>elements</b>, processes, materials, movements, technologies, tools, techniques, and environments of the arts</li> <li>• Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>• Explore identity, place, culture, and belonging through arts experiences</li> <li>• Explore relationships among cultures, communities, and the arts</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Observe, listen, describe, inquire, and predict how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</li> <li>• Refine ideas, processes, and technical skills in a <b>variety of art forms</b></li> <li>• Reflect on <b>creative processes</b> and make connections to personal experiences</li> <li>• Connect knowledge and skills from other <b>areas of learning</b> in planning, creating, and interpreting works for art</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Apply learned skills, understandings, and processes in new contexts</li> <li>• Interpret and communicate ideas using symbolism in the arts</li> <li>• Express feelings, ideas, and experiences in creative ways</li> <li>• Describe and respond to visual and performing art pieces and provide constructive feedback</li> <li>• Experience, <b>document</b> and <b>share</b> creative works in a variety of ways</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• elements in the arts, including but not limited to: <ul style="list-style-type: none"> <li>– <b>dance: body, space, dynamics, time, relationships, form</b></li> <li>– drama: <b>character</b>, time, place, plot, tension</li> <li>– music: beat/pulse, <b>duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</b></li> <li>– visual arts: elements of design: line, shape, space, texture, colour, <b>form; principles of design: pattern, repetition, rhythm</b>, contrast, emphasis</li> </ul> </li> <li>• processes, materials, <b>technologies</b>, tools, and techniques to support arts activities</li> <li>• <b>notation</b> to represent sounds, ideas, and movement</li> <li>• a variety of <b>dramatic forms</b></li> <li>• <b>image development strategies</b></li> <li>• <b>choreographic devices</b></li> <li>• <b>symbolism</b> as ways of creating and representing meaning</li> <li>• traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>• a variety of local <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li> <li>• <b>personal and collective responsibility</b> associated with creating, experiencing, or sharing in a safe learning environment</li> </ul>

### Big Ideas – Elaborations

- **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

### Curricular Competencies – Elaborations

- **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. Learning can be performed collaboratively in both solo and ensemble contexts.
- **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 in both/either solo and/or ensemble contexts.
- **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

### Content – Elaborations

- **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time.
- **music:** the elements of music are universally present in all forms of vocal and instrumental music 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)

Content – Elaborations

- **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

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>Choose artistic <b>elements</b>, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making</li> <li>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>Explore identity, place, culture, and belonging through arts experiences</li> <li>Explore relationships among cultures, societies, and the arts</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>Observe, listen, describe, inquire and predict how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate</li> <li>Develop and refine ideas, processes, and technical skills in a <b>variety of art forms</b> to improve the quality of artistic creations</li> <li>Reflect on <b>creative processes</b> and make connections to other experiences</li> <li>Connect knowledge and skills from other <b>areas of learning</b> in planning, creating, interpreting, and analyzing works for art</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>elements and principles that together create meaning in the arts, including but not limited to: <ul style="list-style-type: none"> <li><b>dance: body, space, dynamics, time, relationships, form, and movement principles</b></li> <li>drama: <b>character</b>, time, place, plot, tension, mood and focus</li> <li><b>music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</b></li> <li><b>visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety</b></li> </ul> </li> <li>processes, materials, <b>technologies</b>, tools and techniques to support arts activities</li> <li><b>choreographic devices</b></li> <li>a variety of <b>dramatic forms</b></li> <li><b>notation</b> to represent sounds, ideas, movements, elements, and actions</li> <li><b>image development strategies</b></li> <li><b>symbolism</b> and metaphor create and represent meaning</li> <li>traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>a variety of regional and national <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li> <li><b>personal and collective responsibility</b> associated with creating, experiencing, or <b>presenting</b> in a safe learning environment</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</li> <li>• Interpret and communicate ideas using symbolism to express meaning through the arts</li> <li>• Express, feelings, ideas, and experiences in creative ways</li> <li>• Describe and respond to works of art and explore artists' intent</li> <li>• Experience, <b>document</b> and <b>present</b> creative works in a variety of ways</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	

<b>Big Ideas – Elaborations</b>	<b>ARTS EDUCATION Grade 4</b>
<ul style="list-style-type: none"> <li>• <b>artists:</b> people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also means the students themselves</li> <li>• <b>works of art:</b> the results of creative processes in disciplines such as dance, drama, music, and visual arts</li> </ul>	

<b>Curricular Competencies – Elaborations</b>	<b>ARTS EDUCATION Grade 4</b>
<ul style="list-style-type: none"> <li>• <b>elements:</b> characteristics of dance, drama, music, and visual arts</li> <li>• <b>purposeful play:</b> 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. Learning can be performed collaboratively in both solo and ensemble contexts.</li> <li>• <b>artists:</b> people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves</li> <li>• <b>variety of art forms:</b> mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances in both/either solo and/or ensemble contexts.</li> <li>• <b>creative processes:</b> 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</li> <li>• <b>areas of learning:</b> 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</li> <li>• <b>document:</b> 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)</li> </ul>	

Curricular Competencies – Elaborations

- **present:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource

Content – Elaborations

- **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time.
- **music:** the elements of music are universally present in all forms of vocal and instrumental music 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)

## Content – Elaborations

- **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

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Intentionally select artistic <b>elements</b>, processes, materials, movements, <b>technologies</b>, tools, techniques, and environments to express meaning in their work</li> <li>• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>• Explore connections to identity, place, culture, and belonging through creative expression</li> <li>• Explore a range of cultures, and the relationships among cultures, societies, and the arts</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Observe, listen, describe, inquire and predict how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate</li> <li>• Develop and refine ideas, processes, and technical skills in a <b>variety of art forms</b> to improve the quality of artistic creations</li> <li>• Reflect on <b>creative processes</b> as an individual and as a group, and make connections to other experiences</li> <li>• Connect knowledge and skills from other <b>areas of learning</b> in planning, creating, interpreting, and analyzing works for art</li> <li>• Examine relationships between the arts and the wider world</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• elements and principles that together create meaning in the arts, including but not limited to: <ul style="list-style-type: none"> <li>– <b>dance: body, space, dynamics, time, relationships, form, and movement principles</b></li> <li>– drama: <b>character</b>, time, place, plot, tension, mood and focus</li> <li>– music: beat/pulse, <b>metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</b></li> <li>– visual arts: elements of design: line, shape, space, texture, colour, <b>form, value; principles of design: balance, pattern, repetition, contrast, emphasis, rhythm, unity, harmony, variety</b></li> </ul> </li> <li>• processes, materials, <b>technologies</b>, tools and techniques to support creative works</li> <li>• <b>choreographic devices</b></li> <li>• a variety of <b>dramatic forms</b></li> <li>• <b>notation</b> in music and dance to represent sounds, ideas, movement, elements, and actions</li> <li>• <b>image development strategies</b></li> <li>• <b>symbolism</b> and metaphor to explore ideas and perspective</li> <li>• traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>• a variety of regional and national <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li> <li>• <b>personal and collective responsibility</b> associated with creating, experiencing, or <b>presenting</b> in a safe learning environment</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and <b>audiences</b></li> <li>• Interpret and communicate ideas using <b>symbols</b> and elements to express meaning through the arts</li> <li>• Express, feelings, ideas, and experiences through the arts</li> <li>• Describe and respond to works of art and explore artists' intent</li> <li>• Experience, <b>document</b> and <b>present</b> creative works in a variety of ways</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	

Big Ideas – Elaborations	ARTS EDUCATION Grade 5
<ul style="list-style-type: none"> <li>• <b>artists:</b> people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also means the students themselves</li> <li>• <b>communicating:</b> the art itself is a form of communication</li> <li>• <b>works of art:</b> the results of creative processes in disciplines such as dance, drama, music, and visual arts</li> </ul>	

Curricular Competencies – Elaborations	ARTS EDUCATION Grade 5
<ul style="list-style-type: none"> <li>• <b>elements:</b> characteristics of dance, drama, music, and visual arts</li> <li>• <b>technologies:</b> refers to both digital and non-digital implements and the processes that artists employ in the creation of art, in traditional and experimental ways</li> <li>• <b>purposeful play:</b> 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. Learning can be performed collaboratively in both solo and ensemble contexts.</li> <li>• <b>artists:</b> people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves</li> <li>• <b>variety of art forms:</b> mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances in both/either solo and/or ensemble contexts.</li> </ul>	

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time.
- **music:** the elements of music are universally present in all forms of vocal and instrumental music 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

## Content – Elaborations

- **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

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Intentionally select, apply, combine, and arrange artistic <b>elements</b>, processes, materials, movements, <b>technologies</b>, tools, techniques, and environments in art making</li> <li>• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>• Explore relationships between identity, place, culture, society, and belonging through the arts</li> <li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Research, describe, interpret and evaluate how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts</li> <li>• Develop and refine ideas, processes, and technical skills in a <b>variety of art forms</b> to improve the quality of artistic creations</li> <li>• Reflect on works of art and <b>creative processes</b> to understand artists' intentions</li> <li>• Interpret creative works using knowledge and skills from various <b>areas of learning</b></li> <li>• Examine relationships between the arts and the wider world</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• purposeful application of elements and principles to create meaning in the arts, including but not limited to: <ul style="list-style-type: none"> <li>– <b>dance: body, space, dynamics, time, relationships, form, and movement principles</b></li> <li>– drama: <b>character</b>, time, place, plot, tension, mood, focus, contrast</li> <li>– music: beat/pulse, <b>metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</b></li> <li>– visual arts: elements of design: line, shape, space, texture, colour, <b>form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony</b></li> </ul> </li> <li>• processes, materials, movements, <b>technologies</b>, tools, <b>strategies</b>, and techniques to support creative works</li> <li>• <b>choreographic devices</b></li> <li>• a variety of <b>dramatic forms</b></li> <li>• <b>notation</b> in music and dance to represent sounds, ideas, movement, elements, and actions</li> <li>• <b>image development strategies</b></li> <li>• <b>symbolism</b> and metaphor to explore ideas and perspective</li> <li>• traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>• a variety of national and international <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li> <li>• <b>personal and collective responsibility</b> associated with creating, experiencing, or <b>presenting</b> in a safe learning environment</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and <b>audiences</b></li> <li>• Interpret and communicate ideas using <b>symbols</b> and elements to express meaning through the arts</li> <li>• Take creative risks to express feelings, ideas, and experiences</li> <li>• Express, feelings, ideas, and experiences through the arts</li> <li>• Describe, interpret and respond to works of art and explore artists' intent</li> <li>• Experience, <b>document</b> and <b>present</b> creative works in a variety of ways</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	

Big Ideas – Elaborations	ARTS EDUCATION Grade 6
<ul style="list-style-type: none"> <li>• <b>communicating:</b> art itself is a form of communication</li> <li>• <b>art:</b> includes but is not limited to the four disciplines of dance, drama, music, and visual arts</li> </ul>	

Curricular Competencies – Elaborations	ARTS EDUCATION Grade 6
<ul style="list-style-type: none"> <li>• <b>elements:</b> characteristics of dance, drama, music, and visual arts</li> <li>• <b>technologies:</b> refers to both digital and non-digital implements and the processes that artists employ in the creation of art, in traditional and experimental ways</li> <li>• <b>purposeful play:</b> 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. Learning can be performed collaboratively in both solo and ensemble contexts.</li> <li>• <b>artists:</b> people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves</li> <li>• <b>variety of art forms:</b> mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances in both/either solo and/or ensemble contexts.</li> <li>• <b>creative processes:</b> 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</li> </ul>	

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time.
- **music:** the elements of music are universally present in all forms of vocal and instrumental music 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

## Content – Elaborations

- **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). In music, strategies could refer to the collaboration of performing in an ensemble.
- **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

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>Intentionally select and apply materials, movements, <b>technologies</b>, environments, tools, and techniques by combining and arranging artistic <b>elements</b>, processes, and principles in art making</li> <li>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>Explore relationships between identity, place, culture, society, and belonging through the arts</li> <li>Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>Research, describe, interpret and evaluate how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts</li> <li>Develop and refine ideas, processes, and technical skills in a <b>variety of art forms</b> to improve the quality of artistic creations</li> <li>Reflect on works of art and <b>creative processes</b> to understand artists' intentions</li> <li>Interpret works of art using knowledge and skills from various <b>areas of learning</b></li> <li>Examine relationships between the arts and the wider world</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>manipulation of elements and principles to create meaning in the arts, including but not limited to: <ul style="list-style-type: none"> <li><b>dance: body, space, dynamics, time, relationships, form, and movement principles</b></li> <li>drama: <b>character</b>, time, place, plot, tension, mood, focus, contrast</li> <li>music: beat/pulse, <b>metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation</b></li> <li>visual arts: elements of design: line, shape, space, texture, colour, <b>form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony</b></li> </ul> </li> <li>processes, materials, movements, <b>technologies</b>, tools, <b>strategies</b>, and techniques to support creative works</li> <li><b>choreographic devices</b></li> <li><b>drama forms and drama conventions</b></li> <li>notation in music and dance to represent sounds, ideas, movement, elements, and actions</li> <li><b>image development strategies</b></li> <li><b>symbolism</b> and metaphor to explore ideas and perspective</li> <li>traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>a variety of national and international <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li> <li><b>ethical considerations</b> and <b>cultural appropriation</b> related to the arts</li> <li><b>personal and collective responsibility</b> associated with creating, experiencing, or <b>presenting</b> in a safe learning environment</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and <b>audiences</b></li> <li>• Interpret and communicate ideas using <b>symbols</b> and elements to express meaning through the arts</li> <li>• Take creative risks to express feelings, ideas, and experiences</li> <li>• Express, feelings, ideas, and experiences through the arts</li> <li>• Describe, interpret and respond to works of art</li> <li>• Experience, <b>document</b>, choreograph, perform, and share creative works in a variety of ways</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	

Big Ideas – Elaborations	ARTS EDUCATION Grade 7
<ul style="list-style-type: none"> <li>• <b>art:</b> includes but is not limited to the four disciplines of dance, drama, music, and visual arts</li> <li>• <b>communicating:</b> art itself is a form of communication</li> </ul>	

Curricular Competencies – Elaborations	ARTS EDUCATION Grade 7
<ul style="list-style-type: none"> <li>• <b>technologies:</b> refers to both digital and non-digital implements and the processes that artists employ in the creation of art, in traditional and experimental ways</li> <li>• <b>elements:</b> characteristics of dance, drama, music, and visual arts</li> <li>• <b>purposeful play:</b> 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. Learning can be performed collaboratively in both solo and ensemble contexts.</li> <li>• <b>artists:</b> people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves</li> <li>• <b>variety of art forms:</b> mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances in both/either solo and/or ensemble contexts.</li> <li>• <b>creative processes:</b> 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</li> <li>• <b>areas of learning:</b> 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</li> </ul>	

Curricular Competencies – Elaborations

- **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)

Content – Elaborations

- **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time.
- **music:** the elements of music are universally present in all forms of vocal and instrumental music 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)

## Content – Elaborations

- **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, 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). In music, strategies could refer to the collaboration of performing in an ensemble.
- **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

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Intentionally select and apply materials, movements, <b>technologies</b>, environments, tools, and techniques by combining and arranging artistic <b>elements</b>, processes, and principles in art making</li> <li>• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>• Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences</li> <li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret and evaluate how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas</li> <li>• Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a <b>variety of art forms</b> to improve the quality of artistic creations</li> <li>• Reflect on works of art and <b>creative processes</b> to understand artists motivations and meanings</li> <li>• Interpret works of art using knowledge and skills from various <b>areas of learning</b></li> <li>• Respond to works of art using one's knowledge of the world</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to: <ul style="list-style-type: none"> <li>– <b>dance: body, space, dynamics, time, relationships, form, and movement principles</b></li> <li>– drama: <b>character</b>, time, place, plot, tension, mood, focus, contrast, balance</li> <li>– music: beat/pulse, <b>metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation</b></li> <li>– visual arts: elements of design: line, shape, space, texture, colour, <b>form, value; principles of design:</b> pattern, repetition, <b>balance</b>, contrast, emphasis, <b>rhythm, movement</b>, variety, <b>proportion, unity, harmony</b></li> </ul> </li> <li>• processes, materials, movements, <b>technologies</b>, tools, <b>strategies</b>, and techniques to support creative works</li> <li>• <b>choreographic devices</b></li> <li>• <b>drama forms</b> and <b>drama conventions</b></li> <li>• notation in music, dance and drama to represent sounds, ideas, movement, elements, and actions</li> <li>• <b>image development strategies</b></li> <li>• <b>symbolism</b> and metaphor to explore ideas and perspective</li> <li>• traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>• a variety of national and international <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li> <li>• <b>ethical considerations</b> and <b>cultural appropriation</b> related to the arts</li> <li>• <b>personal and collective responsibility</b> associated with creating, experiencing, or <b>presenting</b> in a safe learning environment</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and <b>audiences</b></li> <li>• Interpret and communicate ideas using <b>symbols</b> and elements to express meaning through the arts</li> <li>• Take creative risks to express feelings, ideas, and experiences</li> <li>• Describe, interpret and <b>respond</b> to works of art</li> <li>• Experience, <b>document</b>, choreograph, perform, and share creative works in a variety of ways</li> <li>• Use the arts to communicate, respond to and understand environmental and global issues</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	

Big Ideas – Elaborations	ARTS EDUCATION Grade 8
<ul style="list-style-type: none"> <li>• <b>arts:</b> includes but is not limited to the four disciplines of dance, drama, music, and visual arts</li> <li>• <b>communicating:</b> art itself is a form of communication</li> <li>• <b>artists:</b> people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also applies to the students themselves</li> <li>• <b>challenge the status quo:</b> includes questioning established ideas, exploring historical perspectives and social change, and preserving enduring values.</li> </ul>	

Curricular Competencies – Elaborations	ARTS EDUCATION Grade 8
<ul style="list-style-type: none"> <li>• <b>technologies:</b> refers to both digital and non-digital implements and the processes that artists employ in the creation of art, in traditional and experimental ways</li> <li>• <b>elements:</b> characteristics of dance, drama, music, and visual arts</li> <li>• <b>purposeful play:</b> 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. Learning can be performed collaboratively in both solo and ensemble contexts.</li> <li>• <b>artists:</b> people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves</li> <li>• <b>variety of art forms:</b> mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances in both/either solo and/or ensemble contexts.</li> <li>• <b>creative processes:</b> 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</li> </ul>	

Curricular Competencies – Elaborations

- **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)

Content – Elaborations

- **dance:** the elements of dance are universally present in all dance forms and grow in sophistication over time.
- **music:** the elements of music are universally present in all forms of vocal and instrumental music 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

## Content – Elaborations

- **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, 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). In music, strategies could refer to the collaboration of performing in an ensemble.
- **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

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Create artistic works both collaboratively and as an individual using ideas inspired by imagination, inquiry, and <b>purposeful play</b></li> <li>• Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles</li> <li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li> <li>• Explore relationships between identity, place, culture, society, and belonging through artistic experiences</li> <li>• Select and combine elements and principles of the arts to intentionally create a particular mood, effect, or meaning</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret, and evaluate how artists use tools, processes, technologies, materials, and environments to create and communicate ideas</li> <li>• Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of works of art</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</li> <li>• Compose, interpret, and expand ideas using <b>symbolism</b>, imagery, and elements</li> <li>• Revise, refine, analyze, and document creative works and experiences to enhance presentation and/or performance in a variety of ways</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• for each of the arts disciplines — dance, drama, music, and visual arts — the <b>specific elements, principles, techniques, vocabulary, and symbols</b> that can be used to create mood and convey ideas</li> <li>• the roles of performers and audiences in a variety of contexts</li> <li>• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works</li> <li>• contributions of innovative artists from a variety of genres, communities, times, and places</li> <li>• personal and social responsibility associated with creating, performing, and responding in the arts</li> <li>• the ethics of cultural appropriation and plagiarism</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Reflect on works of art and creative processes to make connections to personal learning and experiences</li> <li>• Take creative risks to experience and express thoughts, emotions, ideas, and meaning</li> <li>• Demonstrate respect for themselves, others, and the audience</li> <li>• Collaborate through reciprocal relationships during creative processes</li> <li>• Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	

Curricular Competencies – Elaborations	ARTS EDUCATION – General Grade 9
<ul style="list-style-type: none"> <li>• <b>purposeful play:</b> 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.</li> <li>• <b>symbolism:</b> 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)</li> </ul>	

Content – Elaborations	ARTS EDUCATION – General Grade 9
<ul style="list-style-type: none"> <li>• <b>specific elements, principles, techniques, vocabulary, and symbols:</b> the four discipline-specific curriculum documents include information and elaborations on these items</li> </ul>	

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Select and combine the <b>elements of dance</b> to intentionally create a particular mood, meaning, or purpose</li> <li>• Create movement phrases both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and <b>purposeful play</b></li> <li>• Explore relationships between identity, place, culture, society, and belonging through movement experiences</li> <li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to dance</li> <li>• Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts</li> <li>• Take creative risks to experience and express thoughts, emotions, and meaning</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret, and evaluate how dancers and choreographers use the elements of dance and choreographic structures to create and communicate ideas</li> <li>• Develop and refine ideas, movement, and technical skills to improve the quality of performance pieces</li> <li>• Receive, offer, and apply constructive feedback</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>dance</b> elements, techniques, and vocabulary to create mood and convey ideas, including but not limited to: <b>body, space, dynamics, time, relationships, form, and movement principles</b></li> <li>• <b>choreographic devices and notation</b></li> <li>• choreographic choices that impact clarity of intent and purpose</li> <li>• compositional devices, forms, and structures of dance</li> <li>• processes, materials, movements, <b>technologies</b>, strategies, and techniques to support creative works</li> <li>• the roles of performers and audiences in a variety of contexts</li> <li>• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through movement and dance</li> <li>• contributions of innovative artists from a variety of genres, communities, times, and places</li> <li>• <b>personal and social responsibility</b> associated with creating, performing, and responding in dance</li> <li>• the ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</li> <li>• Compose, interpret, and expand ideas using <b>symbolism</b>, imagery, and elements</li> <li>• Revise, refine, analyze, and <b>document</b> creative works and experiences to enhance presentation in a variety of ways</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Reflect on works of art and creative processes to make connections to personal learning and experiences</li> <li>• Demonstrate respect for themselves, others, and the audience</li> <li>• Collaborate through reciprocal relationships during creative processes</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	

Curricular Competencies – Elaborations	ARTS EDUCATION – Dance Grade 9
<ul style="list-style-type: none"> <li>• <b>elements of dance:</b> the five elements of movement that form the “building blocks” of dance: <i>body, space, dynamics, time, and relationships</i></li> <li>• <b>purposeful play:</b> 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</li> <li>• <b>symbolism:</b> 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)</li> <li>• <b>document:</b> 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)</li> </ul>	

## Content – Elaborations

- **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

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning</li> <li>• Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and <b>purposeful play</b></li> <li>• Explore relationships between identity, place, culture, society, and belonging through dramatic experiences</li> <li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama</li> <li>• Take creative risks to experience and express thoughts, emotions, and meaning</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas</li> <li>• Develop and refine ideas and technical skills to improve the quality of performance pieces</li> <li>• Receive, offer, and apply constructive feedback</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</li> <li>• Compose, interpret, and expand ideas using <b>symbolism</b>, imagery, and elements</li> <li>• Revise, refine, analyze, and <b>document</b> performance pieces and experiences to enhance presentation in a variety of ways</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• drama elements, techniques, and vocabulary, to create mood and convey ideas, including but not limited to: <b>character</b>, time, place, plot, tension, mood, focus, contrast, balance</li> <li>• a variety of <b>drama forms</b> and <b>drama conventions</b></li> <li>• the roles of performers and audiences in a variety of contexts</li> <li>• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through storytelling and drama</li> <li>• contributions of innovative artists from a variety of genres, communities, times, and places</li> <li>• personal and social responsibility associated with creating, performing, and responding in drama</li> <li>• the ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Reflect on creative processes to make connections to personal learning and experiences</li> <li>• Demonstrate respect for themselves, others, and the audience</li> <li>• Collaborate through reciprocal relationships during creative processes</li> <li>• Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	

Curricular Competencies – Elaborations	ARTS EDUCATION – Drama Grade 9
<ul style="list-style-type: none"> <li>• <b>purposeful play:</b> 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</li> <li>• <b>symbolism:</b> 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)</li> <li>• <b>document:</b> 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)</li> </ul>	

Content – Elaborations	ARTS EDUCATION – Drama Grade 9
<ul style="list-style-type: none"> <li>• <b>character:</b> in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another</li> <li>• <b>drama forms:</b> 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</li> <li>• <b>drama conventions:</b> established ways of working in drama that explore meaning; drama techniques</li> <li>• <b>cultural appropriation:</b> 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</li> </ul>	

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Perform collaboratively in both solo and ensemble contexts</li> <li>• Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences</li> <li>• Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect</li> <li>• Develop appropriate musical vocabulary, skills, and techniques</li> <li>• Take musical risks to experience self-growth</li> <li>• Contribute to create processes through collaborative and independent musical study</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret, and consider how musicians use techniques, technology, and environments in composition and performance</li> <li>• Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship</li> <li>• Receive, offer, and apply constructive feedback</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Adapt and apply learned musical skills, understandings, and techniques for use in new contexts and for different purposes and audiences</li> <li>• Revise, refine, analyze, and <b>document</b> musical experiences to enhance learning</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• music elements, principles, techniques, vocabulary, <b>notation</b>, and symbols to define style and convey ideas, including but not limited to: beat/pulse, <b>metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</b></li> <li>• musical interpretation and choices impact performance</li> <li>• the roles of performers and audiences in a variety of contexts</li> <li>• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through song</li> <li>• contributions of innovative <b>musicians</b> and composers from a variety of genres, communities, times, and places</li> <li>• personal and social responsibility associated with creating, performing, and responding in music</li> <li>• the ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Reflect on musical performance to make connections to personal learning and experiences</li> <li>• Take musical risks to experience synchronicity among ensemble members and their audience</li> <li>• Demonstrate respect for themselves, others, and the audience</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	

Curricular Competencies – Elaborations	ARTS EDUCATION – Music Grade 9
<ul style="list-style-type: none"> <li>• <b>document:</b> 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)</li> </ul>	

Content – Elaborations	ARTS EDUCATION – Music Grade 9
<ul style="list-style-type: none"> <li>• <b>notation:</b> could include use of traditional and non-traditional notation (e.g., guitar tablature)</li> <li>• <b>metre:</b> groupings or patterns of strong and weak beats</li> <li>• <b>duration:</b> the length of a sound or silence in relation to the beat</li> <li>• <b>rhythm:</b> the arrangement of sounds and silences over time</li> <li>• <b>tempo:</b> the frequency or speed of the beat</li> <li>• <b>pitch:</b> how high or low a note is</li> <li>• <b>timbre:</b> the characteristic quality of a sound independent of pitch and dynamics; tone colour</li> <li>• <b>dynamics:</b> relative and changing levels of sound volume (e.g., <i>forte</i>, <i>piano</i>, <i>decrescendo</i>)</li> <li>• <b>form (music):</b> the structure of a musical work</li> <li>• <b>texture:</b> simultaneous layering of sounds (e.g., multi-part music making)</li> <li>• <b>musicians:</b> including but not limited to performers, composers, and those who develop technologies for music making</li> <li>• <b>cultural appropriation:</b> 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</li> </ul>	

## 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
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Create both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and <b>purposeful play</b></li> <li>• Explore materials, technologies, processes, and environments by combining and arranging elements, principles, and image design strategies</li> <li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts</li> <li>• Demonstrate active engagement and discipline in creating works of art and resolving creative challenges</li> <li>• Explore relationships between identity, place, culture, society, and belonging through artistic experiences</li> <li>• Select and combine elements and principles of the arts to intentionally create a particular mood or meaning</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret, and evaluate how artists use technologies, processes, materials, and environments to create and communicate ideas</li> <li>• Develop, refine, document, and critically appraise ideas, processes, and technical skills</li> <li>• Reflect on their art-making process and development as artists</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to:             <ul style="list-style-type: none"> <li>– elements of design: line, shape, space, texture, colour, form, <b>value</b></li> <li>– <b>principles of design:</b> pattern, repetition, <b>balance</b>, contrast, emphasis, <b>rhythm, movement, unity</b>, variety, <b>proportion, harmony</b></li> <li>– image design strategies: elaboration, simplification, magnification, reversal, fragmentation, distortion</li> </ul> </li> <li>• personal narrative as a means of representing self-perception and identity in artistic works</li> <li>• the roles of artists and audiences in a variety of contexts</li> <li>• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives as communicated through visual arts</li> <li>• contributions of <b>innovative</b> artists from a variety of styles, genres, contexts, and movements</li> <li>• personal and social responsibility associated with creating, experiencing, and responding to visual art</li> <li>• the ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Create works of art using materials, technologies, and processes for different purposes and audiences</li> <li>• Compose, interpret, and expand ideas using symbolism, metaphor, and design strategies</li> <li>• Revise, refine, analyze, and <b>document</b> creative works and experiences</li> <li>• Present or share personal works of art</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Reflect on works of art and creative processes to make connections to personal learning and experiences</li> <li>• Take creative risks to experience and express thoughts, emotions, and meaning</li> <li>• Demonstrate respect for themselves, others, and the audience</li> <li>• Collaborate through reciprocal relationships during the creative process</li> <li>• Create personally meaningful artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **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