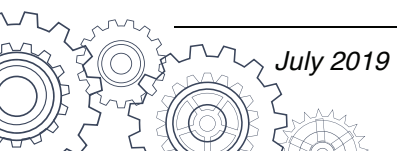
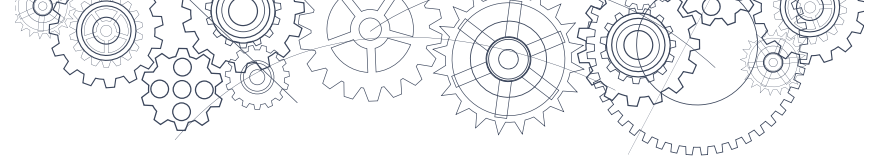


Arts Education K-9 – Content

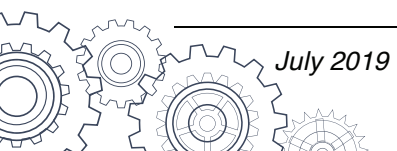
Grade	
K	<ul style="list-style-type: none">• elements in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form– drama: character, time, place, plot– music: beat/pulse, rhythm, tempo, pitch, dynamics– visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition• processes, materials, movements, technologies, tools and techniques to support arts activities• notation to represent sounds, ideas and movement• a variety of dramatic forms• symbolism as expressions of meaning• traditional and contemporary Aboriginal arts and arts-making processes• variety of local works of art and artistic traditions• personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
1	<ul style="list-style-type: none">• elements in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form– drama: character, time, place, plot– music: beat/pulse, rhythm, tempo, pitch, dynamics, form– visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition• processes, materials, movements, technologies, tools and techniques to support arts activities• notation to represent sounds, ideas and movement• a variety of dramatic forms• symbolism as a means of expressing specific meaning• traditional and contemporary Aboriginal arts and arts-making processes• a variety of local works of art and artistic traditions from diverse cultures and communities• personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
2	<ul style="list-style-type: none">• elements in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form– drama: character, time, place, plot, tension– music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture– visual arts: elements of design: line, shape, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast

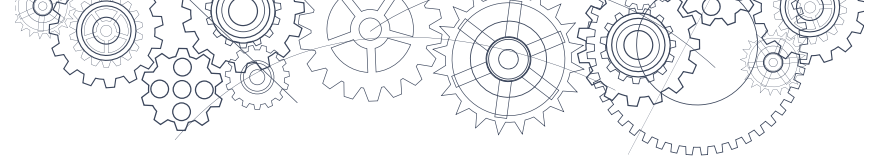




Arts Education K-9 – Content – *continued*

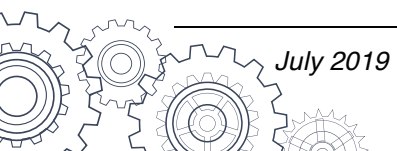
Grade	
2	<ul style="list-style-type: none">• processes, materials, technologies, tools, and techniques to support arts activities• notation to represent sounds, ideas, and movement• a variety of dramatic forms• symbolism as a means of expressing specific meaning• traditional and contemporary Aboriginal arts and arts-making processes• a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places• personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
3	<ul style="list-style-type: none">• elements in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form– drama: character, time, place, plot, tension– music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture– visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast, emphasis• processes, materials, technologies, tools, and techniques to support arts activities• notation to represent sounds, ideas, and movement• a variety of dramatic forms• image development strategies• choreographic devices• symbolism as ways of creating and representing meaning• traditional and contemporary Aboriginal arts and arts-making processes• a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places• personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
4	<ul style="list-style-type: none">• elements and principles that together create meaning in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form, and movement principles– drama: character, time, place, plot, tension, mood and focus– music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture– visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety

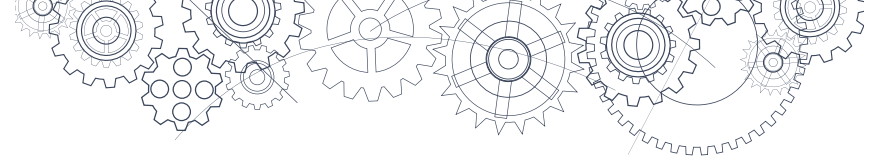




Arts Education K-9 – Content – *continued*

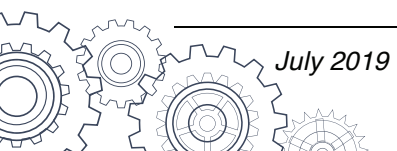
Grade	
4	<ul style="list-style-type: none">• processes, materials, technologies, tools and techniques to support arts activities• choreographic devices• a variety of dramatic forms• notation to represent sounds, ideas, movements, elements, and actions• image development strategies• symbolism and metaphor create and represent meaning• traditional and contemporary Aboriginal arts and arts-making processes• a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places• personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
5	<ul style="list-style-type: none">• elements and principles that together create meaning in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form, and movement principles– drama: character, time, place, plot, tension, mood and focus– music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture– visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: balance, pattern, repetition, contrast, emphasis, rhythm, unity, harmony, variety• processes, materials, technologies, tools and techniques to support creative works• choreographic devices• a variety of dramatic forms• notation in music and dance to represent sounds, ideas, movement, elements, and actions• image development strategies• symbolism and metaphor to explore ideas and perspective• traditional and contemporary Aboriginal arts and arts-making processes• a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places• personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
6	<ul style="list-style-type: none">• purposeful application of elements and principles to create meaning in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form, and movement principles– drama: character, time, place, plot, tension, mood, focus, contrast– music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture– visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony

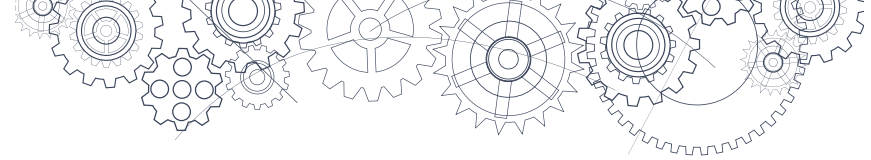




Arts Education K-9 – Content – *continued*

Grade	
6	<ul style="list-style-type: none">• processes, materials, movements, technologies, tools, strategies, and techniques to support creative works• choreographic devices• a variety of dramatic forms• notation in music and dance to represent sounds, ideas, movement, elements, and actions• image development strategies• symbolism and metaphor to explore ideas and perspective• traditional and contemporary Aboriginal arts and arts-making processes• a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places• personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
7	<ul style="list-style-type: none">• manipulation of elements and principles to create meaning in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form, and movement principles– drama: character, time, place, plot, tension, mood, focus, contrast– music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation– visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony• processes, materials, movements, technologies, tools, strategies, and techniques to support creative works• choreographic devices• drama forms and drama conventions• notation in music and dance to represent sounds, ideas, movement, elements, and actions• image development strategies• symbolism and metaphor to explore ideas and perspective• traditional and contemporary Aboriginal arts and arts-making processes• a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places• ethical considerations and cultural appropriation related to the arts• personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
8	<ul style="list-style-type: none">• 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">– dance: body, space, dynamics, time, relationships, form, and movement principles– drama: character, time, place, plot, tension, mood, focus, contrast, balance– music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation– visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony

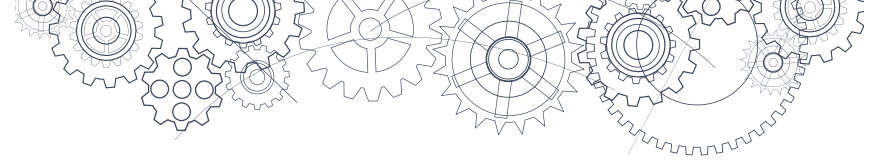




Arts Education K-9 – Content – *continued*

Grade	
8	<ul style="list-style-type: none">• processes, materials, movements, technologies, tools, strategies, and techniques to support creative works• choreographic devices• drama forms and drama conventions• notation in music, dance and drama to represent sounds, ideas, movement, elements, and actions• image development strategies• symbolism and metaphor to explore ideas and perspective• traditional and contemporary Aboriginal arts and arts-making processes• a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places• ethical considerations and cultural appropriation related to the arts• personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
9 (General)	<ul style="list-style-type: none">• for each of the arts disciplines — dance, drama, music, and visual arts — the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas• the roles of performers and audiences in a variety of contexts• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works• contributions of innovative artists from a variety of genres, communities, times, and places• personal and social responsibility associated with creating, performing, and responding in the arts• the ethics of cultural appropriation and plagiarism
9 (Dance)	<ul style="list-style-type: none">• dance elements, techniques, and vocabulary to create mood and convey ideas, including but not limited to: body, space, dynamics, time, relationships, form, and movement principles• choreographic devices and notation• choreographic choices that impact clarity of intent and purpose• compositional devices, forms, and structures of dance• processes, materials, movements, technologies, strategies, and techniques to support creative works• the roles of performers and audiences in a variety of contexts• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through movement and dance• contributions of innovative artists from a variety of genres, communities, times, and places• personal and social responsibility associated with creating, performing, and responding in dance• the ethics of cultural appropriation and plagiarism





Arts Education K-9 – Content – *continued*

Grade	
9 (Drama)	<ul style="list-style-type: none">• drama elements, techniques, and vocabulary, to create mood and convey ideas, including but not limited to: character, time, place, plot, tension, mood, focus, contrast, balance• a variety of drama forms and drama conventions• the roles of performers and audiences in a variety of contexts• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through storytelling and drama• contributions of innovative artists from a variety of genres, communities, times, and places• personal and social responsibility associated with creating, performing, and responding in drama• the ethics of cultural appropriation and plagiarism
9 (Music)	<ul style="list-style-type: none">• music elements, principles, techniques, vocabulary, notation, and symbols to define style and convey ideas, including but not limited to: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture• musical interpretation and choices impact performance• the roles of performers and audiences in a variety of contexts• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through song• contributions of innovative musicians and composers from a variety of genres, communities, times, and places• personal and social responsibility associated with creating, performing, and responding in music• the ethics of cultural appropriation and plagiarism
9 (Visual Arts)	<ul style="list-style-type: none">• 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">– elements of design: line, shape, space, texture, colour, form, value– principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony– image design strategies: elaboration, simplification, magnification, reversal, fragmentation, distortion• personal narrative as a means of representing self-perception and identity in artistic works• the roles of artists and audiences in a variety of contexts• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives as communicated through visual arts• contributions of innovative artists from a variety of styles, genres, contexts, and movements• personal and social responsibility associated with creating, experiencing, and responding to visual art• the ethics of cultural appropriation and plagiarism

