

# Circus Arts

## Grade 2

### ARTS EDUCATION BIG IDEAS

Inquiry through the **arts** creates opportunities for **risk taking**.

Dance, drama, music, and visual arts are each unique languages 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>• 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></ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"><li>• Experience, <b>document</b> and <b>share</b> creative works 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>• 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></ul></li><li>• processes, materials, <b>technologies</b>, tools, and techniques to support arts activities</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>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9*  
<https://curriculum.gov.bc.ca/curriculum/arts-education>

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## Grade 2

### PHYSICAL AND HEALTH EDUCATION BIG IDEAS

Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Physical literacy</b></p> <ul style="list-style-type: none"><li>• Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• proper technique for fundamental movement skills, including <b>non-locomotor</b>, <b>locomotor</b>, and <b>manipulative</b> skills</li><li>• how to participate in different types of physical activities, including <b>individual and dual activities</b>, <b>rhythmic activities</b>, and <b>games</b></li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9*  
<https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core>