

David Bouchard: Metis – Stories, Flutes and More

Grade 2

ARTS EDUCATION BIG IDEAS

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>Exploring and creating</p> <ul style="list-style-type: none">• Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts• Explore personal experience, community, and culture through arts activities <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques• Reflect on creative processes and make connections to other experiences | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements in the arts, including but not limited to:<ul style="list-style-type: none">– music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture• processes, materials, technologies, tools, and techniques to support arts activities• 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 |

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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SOCIAL STUDIES BIG IDEAS

Canada is made up of many diverse regions and communities.

Learning Standards

| Curricular Competencies | Content |
|--|--|
| <p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none">• Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective) | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture |

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/social-studies>

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ENGLISH LANGUAGE ARTS BIG IDEAS

Stories and other **texts** connect us to ourselves, our families, and our communities.

Through listening and speaking, we connect with others and share our world.

Learning Standards

| Curricular Competencies | Content |
|--|--|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community• Recognize the structure and elements of story• Show awareness of how story in First Peoples cultures connects people to family and community | <p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none">• elements of story• literary elements and devices <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies |

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/english-language-arts/k/core>