

David Bouchard: Metis – Stories, Flutes and More

Grade 9

ARTS EDUCATION (GENERAL) BIG IDEAS

The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.

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>Exploring and creating</p> <ul style="list-style-type: none">• Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts• Explore relationships between identity, place, culture, society, and belonging through artistic experiences <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of works of art <p>Connecting and expanding</p> <ul style="list-style-type: none">• Reflect on works of art and creative processes to make connections to personal learning and experiences	<p><i>Students are expected to know the following:</i></p> <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• 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

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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ARTS EDUCATION (MUSIC) BIG IDEAS

Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

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>Exploring and creating</p> <ul style="list-style-type: none">• Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Describe, interpret, and consider how musicians use techniques, technology, and environments in composition and performance• Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship <p>Connecting and expanding</p> <ul style="list-style-type: none">• Reflect on musical performance to make connections to personal learning and experiences• Demonstrate respect for themselves, others, and the audience	<p><i>Students are expected to know the following:</i></p> <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• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through song

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SOCIAL STUDIES BIG IDEAS

Disparities in power alter the balance of relationships between individuals and between societies.

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">• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)• Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world

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

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the 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">• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Develop an awareness of the diversity within and across First Peoples societies represented in texts• Recognize the influence of place in First Peoples and other Canadian texts	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none">• literary elements• literary devices <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies <p>Language features, structures, and conventions</p> <ul style="list-style-type: none">• features of oral language

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>