

# One of a Kind

## Grade 6

### ARTS EDUCATION BIG IDEAS

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>• Explore relationships between identity, place, culture, society, and belonging through 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>• Reflect on works of art and <b>creative processes</b> to understand artists' intentions</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>– drama: <b>character</b>, time, place, plot, tension, mood, focus, contrast</li></ul></li><li>• processes, materials, movements, <b>technologies</b>, tools, <b>strategies</b>, and techniques to support creative works</li><li>• a variety of <b>dramatic forms</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/arts-education>

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## Grade 6

### 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 <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Recognize and identify the role of <b>personal, social, and cultural contexts, values, and perspectives</b> in <b>texts</b></li><li>• Recognize <b>how language constructs personal, social, and cultural identity</b></li><li>• Construct meaningful personal connections between self, <b>text</b>, and world</li><li>• Respond to <b>text</b> in <b>personal, creative, and critical ways</b></li><li>• Understand how <b>literary elements, techniques, and devices</b> enhance and shape meaning</li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Story/text</b></p> <ul style="list-style-type: none"><li>• <b>forms, functions, and genres of text</b></li><li>• <b>literary elements</b></li><li>• <b>literary devices</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</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/english-language-arts/k/core>