

# One of a Kind

## 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><b>Exploring and creating</b></p> <ul style="list-style-type: none"><li>• Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles</li><li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li><li>• Explore relationships between identity, place, culture, society, and belonging through artistic experiences</li></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of works of art</li></ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"><li>• Reflect on works of art and creative processes to make connections to personal learning and experiences</li><li>• Demonstrate respect for themselves, others, and the audience</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• for each of the arts disciplines — dance, drama, music, and visual arts — the <b>specific elements, principles, techniques, vocabulary, and symbols</b> that can be used to create mood and convey ideas</li><li>• the roles of performers and audiences in a variety of contexts</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 9

### ARTS EDUCATION (DRAMA) BIG IDEAS

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

### 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 dramatic experiences</li><li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama</li></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas</li></ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"><li>• Reflect on creative processes to make connections to personal learning and experiences</li><li>• Demonstrate respect for themselves, others, and the audience</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• drama elements, techniques, and vocabulary, to create mood and convey ideas, including but not limited to: <b>character</b>, time, place, plot, tension, mood, focus, contrast, balance</li><li>• a variety of <b>drama forms</b> and <b>drama conventions</b></li><li>• the roles of performers and audiences in a variety of contexts</li></ul>

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## Grade 9

### 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>• Explain <b>how literary elements, techniques, and devices enhance and shape meaning</b></li><li>• Recognize an increasing range of <b>text</b> structures and how they contribute to 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>

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<https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core>