

# Jam Side Up

Grade 9

## ARTS EDUCATION (GENERAL) BIG IDEAS

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></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Describe, interpret, and evaluate how artists use tools, processes, technologies, materials, and environments to create and communicate ideas</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></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>• contributions of innovative artists from a variety of genres, communities, times, and places</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>

# Jam Side Up

## Grade 9

### ARTS EDUCATION (DRAMA) BIG IDEAS

Drama 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><b>Exploring and creating</b></p> <ul style="list-style-type: none"><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></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>• contributions of innovative artists from a variety of genres, communities, times, and places</li></ul>

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