

# Robot Song

## Grade 3

### ARTS EDUCATION BIG IDEAS

Dance, drama, music, and visual arts are each unique languages for creating and communicating.

The **arts** connect our experiences to the experiences of others.

### 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 identity, place, culture, and belonging through arts experiences</li><li>• Explore relationships among cultures, communities, and the arts</li></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Observe, listen, describe, inquire, and predict how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</li><li>• Reflect on <b>creative processes</b> and make connections to personal experiences</li><li>• Connect knowledge and skills from other <b>areas of learning</b> in planning, creating, and interpreting works for art</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• elements in the arts, including but not limited to:<ul style="list-style-type: none"><li>– drama: <b>character</b>, time, place, plot, tension</li><li>– music: beat/pulse, <b>duration</b>, <b>rhythm</b>, <b>tempo</b>, <b>pitch</b>, <b>timbre</b>, <b>dynamics</b>, <b>form</b>, <b>texture</b></li></ul></li><li>• processes, materials, <b>technologies</b>, tools, and techniques to support arts activities</li><li>• a variety of <b>dramatic forms</b></li><li>• <b>image development strategies</b></li><li>• <b>choreographic devices</b></li><li>• <b>symbolism</b> as ways of creating and representing meaning</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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## ENGLISH LANGUAGE ARTS BIG IDEAS

**Stories** and other **texts** help us learn about ourselves, our families, and our communities.

## 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>• <b>Engage actively as listeners, viewers, and readers</b>, as appropriate, to develop understanding of self, identity, and community</li><li>• Use personal experience and knowledge to connect to <b>text</b> and make meaning</li><li>• Recognize the <b>structure and elements of story</b></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>elements of story</b></li><li>• functions and genres of stories and other texts</li><li>• <b>literary elements and 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>

# Robot Song

Grade 3

## PHYSICAL AND HEALTH EDUCATION BIG IDEAS

Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.

Our physical, emotional, and mental health are interconnected.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"><li>• Identify and apply strategies that promote mental well-being</li><li>• Describe factors that influence mental well-being and self-identity</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• practices that promote health and well-being, including those relating to <b>physical activity, sleep, and illness prevention</b></li><li>• <b>nutrition</b> and <b>hydration</b> choices to support different activities and overall health</li><li>• <b>nature and consequences of bullying</b></li><li>• relationship between worries and fears</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/physical-health-education/k/core>