

Robot Song

Grade 5

ARTS EDUCATION BIG IDEAS

Engaging in creative expression and experiences expands people's sense of identity and belonging.

Dance, drama, music and visual arts are each unique languages 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 connections to identity, place, culture, and belonging through creative expression• Explore a range of cultures, and the relationships among cultures, societies, and the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate• Reflect on creative processes as an individual and as a group, and make connections to other experiences• Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements and principles that together create meaning in the arts, including but not limited to:<ul style="list-style-type: none">– drama: character, time, place, plot, tension, mood and focus– music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture• processes, materials, technologies, tools and techniques to support creative works• choreographic devices• a variety of dramatic forms• image development strategies• symbolism and metaphor to explore ideas and perspective

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

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">• Consider different purposes, audiences, and perspectives in exploring texts• Apply a variety of thinking skills to gain meaning from texts• Identify how differences in context, perspectives, and voice influence meaning in texts• Use personal experience and knowledge to connect to text and develop understanding of self, community, and world• Recognize how literary elements, techniques, and devices enhance meaning in texts	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none">• forms, functions, and genres of text• literary elements• literary devices• perspective/point of view <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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>

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Grade 5

PHYSICAL AND HEALTH EDUCATION BIG IDEAS

Personal choices and social and environmental factors influence our health and well-being.

Developing healthy relationships helps us feel connected, supported, and valued.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Mental well-being</p> <ul style="list-style-type: none">• Describe and assess strategies for promoting mental well-being, for self and others• Describe and assess strategies for managing problems related to mental well-being and substance use, for others	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses• strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

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>