

Robot Song

Grade 6

ARTS EDUCATION BIG IDEAS

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

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 relationships between identity, place, culture, society, and belonging through the arts• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts• Reflect on works of art and creative processes to understand artists' intentions• Interpret creative works using knowledge and skills from various areas of learning• Examine relationships between the arts and the wider world	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• purposeful application of elements and principles to create meaning in the arts, including but not limited to:<ul style="list-style-type: none">– drama: character, time, place, plot, tension, mood, focus, contrast– music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture• processes, materials, movements, technologies, tools, strategies, 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">• Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts• Construct meaningful personal connections between self, text, and world• Understand how literary elements, techniques, and devices enhance and shape meaning	<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 <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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PHYSICAL AND HEALTH EDUCATION BIG IDEAS

We experience many changes in our lives that influence how we see ourselves and others.

Learning about similarities and differences in individuals and groups influences community health.

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">• strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings• consequences of bullying, stereotyping, and discrimination

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>